



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** BRONX PARK MIDDLE SCHOOL

**DBN (i.e. 01M001):** 11x556

**Principal:** DILLON PRIME

**Principal Email:** DPRIME@SCHOOLS.NYC.GOV

**Superintendent:** ELIZABETH A. WHITE

**Network Leader:** MICHAEL ALCOFF

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dillon Prime	*Principal or Designee	
Mark Walters	*UFT Chapter Leader or Designee	
Carmen Fuller	*PA/PTA President or Designated Co-President	
Madge Anderson	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Cherissae Nelson	Member/ Teacher	
Ralph Labossiere	Member/ Teacher	
Tomasz Grabski	Member/ Teacher	
Claudette Davis Lebron	Member/ Parent	
Judy baker	Member/ Parent	
Anna Contreras	Member/ Parent	
Yvette Henry	Member/ Parent	
Bukurije Piranej	Member/ Parent	
	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.

By June 2014, at least 80% of tested students will meet their centrally generated growth targets on the NYC Performance assessment MOSLs or their IEPs goals related to the same standards.

### 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.

Based on the progress report data generated from last year's CCSS aligned state exams, only 7.9% of our students are proficient in ELA and 4.7% of our students are proficient in mathematics. Initial baseline scores in performance series and NYC performance assessments concur with these outcomes. Bronx Park Middle School must strive diligently to improve proficiency levels. This goal also builds from last year's CEP goals to develop CCSS curricula and build data systems to track its effectiveness.

### 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. CCSS aligned curricular development: Teacher will develop CCSS aligned unit plans with base-line, performance based project and post-test assignments aligned to the NYC Performance Assessment Rubrics. Post-test data will be reviewed in department meetings to determine next steps and target subgroups in need of remediation or additional support. Unit Data will be aggregated in Jumpro.pe to track effectiveness.
2. All teachers will participate in 5 UBD curriculum retreats for the 2013-14 school with a focus on developing learning goals, assessments, and learning activities aligned to the CCSS. These retreats will utilize the most recent rounds of assessment data to better target planning.
3. All teachers will submit first drafts of CCSS unit plans for feedback prior to their unit launch. Feedback will target UBD criteria using the Wiggins & McTighe UBD Rubric and the NYC Performance Rubrics to ensure alignment to standards.
4. All math teachers will utilize the CMP3 curriculum for both planning and instructional purposes. The tasks and assessments from CMP3 will be built into the daily, weekly, and unit level learning and assessment cycles.
5. All students will participate in a close-reading literacy course using the DOE recommended CodeX curriculum. These classes will be planned by a grade level literacy specialist and co-taught to lower the teacher to student ratio and to allow for small group support. This course will include regular assessment cycles to track students' skill development specifically with close-reading skills. Teachers will review student work and assessment data during weekly academy meetings to determine next steps and target subgroups in need of remediation or additional support.
6. All students mandated for AIS will participate in small group math class twice per week. This course will use the Go Math curriculum recommended by the DOE for middle school AIS. This course will include regular assessment cycles to track students' skill development specifically with foundational mathematics skills. Teachers will review student work and assessment data during weekly academy meetings to determine next steps and target subgroups in need of remediation or additional support. Non-mandated students will participate in the schools Software Engineering Program to push their higher level mathematical understandings.
7. All students will take the online Performance Series assessments to show period growth in their lexile reading levels and performance level for grade appropriate mathematical skills. This data will be reviewed in monthly faculty meetings to determine next steps and target subgroups in need of remediation or additional support.

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

1. The Principal and assistant Principal will review these UBDs. NYC Performance Rubrics will be used directly from advance. The Atlas Protocol from the New School Reform Faculty is used to review the assessment data and develop next steps.
2. The Principal will plan and facilitate these retreats. These retreats will focus the Wiggins and McTighe book: *The Understanding By Design Guide to Creating High Quality Units*. They will also use Tuning Protocol from the National School Reform Faculty
3. The Principal and assistant Principal will review these UBDs. UBD rubric is taken directly from the Wiggins and McTighe book: *The Understanding By Design Guide to Creating High Quality Units*.
4. Our Network Math Coach will visit all math classrooms every Friday to provide feedback on the implementation of CMP3. He will also meet weekly with our Assistant Principal, who is the supervisor for the math department, after observations to help develop departmental next steps for the program. The AP will also attend Network CMP3 professional developments to guide implementation of this curriculum.
5. Extra budgetary resources have been committed to hiring additional staff to allow for co-teaching of this course for all students. The grade level literacy leads, who are the senior ELA teachers on both grade levels, will use an extra daily prep for planning grade-wide CodeX lessons and assessments. There will be a weekly CodeX

planning session with the administrative supervisor to guide lesson sequences and subsequent assessments. The Atlas Protocol from the New School Reform Faculty is used to review the assessment data and develop next steps

6. Scheduling has been done to allow for small groups for all participating students for this class. Our network math coach will meet with the grade level math planners the school to guide the planning for this AIS class. Per-session has been paid for central planning of this AIS. The Atlas Protocol from the New School Reform Faculty is used to review the assessment data and develop next steps
7. Our Dean and SEP teacher collaborate with teachers to develop Performance Series testing schedules. The Atlas Protocol from the New School Reform Faculty is used to review the assessment data and develop next steps.

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

1. After each unit teachers will compare Unit Pre and Post-test data in math, science, social studies, and ELA (aligned with NYC Performance assessment rubric). They will be required to submit data-based next steps for their planning. These assessment cycles run once every 8 weeks, with an assessment in October, December, February, April, and June. Data will be reviewed in Jumpro.pe to see overall mastery and growth trends. Each department must be able to show post-test data reflection for these assessment cycles.
2. Before each unit, teachers will submit their drafts and Teacher progress in CCSS aligned UBD planning will be measured by the quality of unit drafts developed submitted during each unit cycle. This is evaluated on alignment to CCSS and criteria of quality from the Wiggins and McTighe book: *The Understanding By Design Guide to Creating High Quality Units*. This data will be tracked in Advance as levels of effectiveness in Domain 1 through teacher observation and through artifact submission.
3. By December, all math classrooms will be implementing CMP3 as formative and summative assessments or as daily lesson materials. This should be evidenced by classroom observation
4. By December all teachers will be using the shared units in Jumpro.pe for tracking CodeX assessment data. By February, students will be showing skill mastery in the core close reading skills (vocabulary, key ideas and details, and craft and structure) as they relate to argument, informational writing, .

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

1. By June 2014, each teacher will have submitted 5 CCSS aligned unit plans.
2. By June 2014, all teachers will have participated in 3-5 UBD focused curriculum planning retreats.
3. By June 2014, each teacher will have received feedback on 5 CCSS aligned unit plans.
4. By December 2013, all math classrooms will be implementing CMP3 curriculum.
5. By December 2013, all students far behind in proficiency in literacy or mathematics, evidenced by mastery data from CodeX, Go Math, or Performance Series assessment cycles, will be mandated for Saturday academies. By February 2014, all students with lagging proficiency in literacy or mathematics will be mandated for the test prep program.

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

1. Key resources include: *The Understanding By Design Guide to Creating High Quality Units*, The NYC Performance Assessments and their rubrics, the Common Core State Standards, and *Improving Instruction: One Teacher at a Time*,
2. The CodeX literacy curriculum
3. The CMP3 math curriculum
4. The Go Math curriculum
5. Performance Series

**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).

1. Student Led Conferences will be conducted quarterly. During these conferences students will present and defend a portfolio of their work to demonstrate mastery in their different subject areas.
2. Monthly *Snack and Chat with the Principal* meetings will be used to share school programmatic goals and details as well as to solicit parent feedback, questions, and concerns during evening hours.
3. Monthly *Coffee with the Principal* meetings will be used to share school programmatic goals and details as well as to solicit parent feedback, questions, and concerns during morning hours.

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

## 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.
By June of 2014, 85% of teachers will demonstrate a normed understanding of effective practice based on the competencies outlined in Advance, specifically in components 1e, 2c, 2d, 3b, 3c, and 3d.

### **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.
The Citywide instructional expectations emphasize components 1e, 3b, and 3d for teacher development. In addition to these components classroom observation of effective teacher practice has demonstrated a need to show high levels of effectiveness in domain 1c (which is required for teachers to develop benchmark and summative performance goals), 2c and 2d (which is required for teachers to successfully operate and manage a classroom), and 3c (which is required for students to be given appropriate access and challenge in their learning. While we have some returning teachers, who have demonstrated effective practice in some or all of these components, in year two of the school we have more than doubled the size of our teaching staff and need to continue to build capacity.

### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1) All teachers will participate in a weeklong summer PD focused on domains two and three. These PD's will be planned and implemented by the Principal and Assistant Principal.</li> <li>2) All teachers will have two hours of instructional PD built into their schedule each week. During these PD sessions teachers will develop their practice in the stated components of the Danielson framework through direct instruction, small group planning, administrator modeling, peer observation, student work review, lesson plan study, professional text protocols, and self-reflection. PD will be planned based on classroom observation and needs demonstrated by student outcomes.</li> <li>3) All teachers will have 3 hours of child study professional development built into their weekly schedule. Teachers will select from a menu of options for evaluating, intervening, or building relationships with students in the cafeteria or yard.</li> <li>4) All teachers have weekly academy meetings that focus on FBA and PBIS for students identified as needing additional support, student mastery data review using the atlas protocol, or student work review using the Collaborative Assessment protocol. Academies then goal set for practices in domains 2 or 3.</li> <li>5) All teachers have monthly department meetings. These meetings are used for review of student work using the Atlas protocol or review of student achievement data using the Atlas data-variation of the protocol and subsequent goal setting for practices in domains 2 or 3.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1) Summer professional development is planned and implemented by school administration. Teacher per-session has been grant allocated to support this PD schedule.</li> <li>2) An assistant Principal was hired to support teacher development in year two of the school. Administrators, teacher leaders, and Network staff all participate in planning and implementing these PD sessions. School administrators review effectiveness of teacher practice in subsequent observations. Network staff will visit school to norm and offer feedback on the observation and feedback process.</li> <li>3) A grade level dean was established on both grades to lead and model child study options in the cafeteria.</li> <li>4) A Google Doc for tracking academy meeting outcomes will be implemented.</li> <li>5) A Google Doc for tracking department meeting outcomes will be implemented.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. All teachers will have participated in 5 days of professional development focused on strong teacher practice in domains 2 and 3, evidenced by their participation. Impact on instruction will be measured by demonstrations of effective-level practice in the 6 focus components.</li> <li>2. All teachers will participate in weekly PD sessions connected to components of the Danielson framework. Impact on instruction will be measured by demonstrations of effective-level practice in the 6 focus components.</li> <li>3. All Teachers will participate in child study PD inquiry. Impact on instruction will be measured by demonstrations of effective-level practice in the 6 focus components.</li> </ol>

- All academies will have entered detailed records of their usage of the protocols into the shared Google Doc including their goals and next steps.
- All departments will have entered detailed records of their usage of the protocols into the shared Google Doc including their goals and next steps.

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

- By September, all teachers will have participated in 5 days of professional development focused on strong teacher practice in domains 2 and 3.
- By September, all teacher will have begun participating in weekly instructional PD sessions and will begin receiving targeted feedback on their practices via observation, debrief and *Advance*.
- By October, all teachers will have begun participating in weekly child study PD inquiry and will begin receiving targeted feedback on their practices via observation, debrief and *Advance*.
- By November all academies will have entered detailed records of their usage of the protocols into the shared Google Doc including their goals and next steps.
- By December all departments will have entered detailed records of their usage of the protocols into the shared Google Doc including their goals and next steps.

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

- PD will be planned using resources including: *The Understanding By Design Guide to Creating High Quality Units*, *Improving Instruction: One Teacher at a Time, Lost at School*, *Teach Like A Champion*, *Classroom Instruction That Works*, and *Flow: The Psychology of Optimal Experience*
- The Danielson Framework and the online *Advance* system
- The protocols have been borrowed or modified from the National School Reform Faculty

**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).

- Monthly *Snack and Chat with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and concerns during evening hours.
- Monthly *Coffee with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and concerns during morning hours.

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

**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.

By June of 2014, 85% of classes will maintain overall monthly PRIDE averages of 37 or higher, demonstrating high standards for student professionalism (conduct) and determination (work quality and completion).

**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.

According to the work of Robert Balfanz, key indicators can have shown themselves to be predictive of long term graduation, college and career outcomes. These indicators include attendance, behavior, and course performance. Last year the school implemented the PRIDE Point System to track student behavior using indicators of work completion and conduct. Based on our analysis of the collected student behavior data we identified point ranges where students' trended to be academically successful and a point range where students trended to be less academically successful. The target of 37 as a class average falls in the target range of academic success and would suggest that the critical mass of students trending towards behaviors that lead to academic success.

**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**

- All teachers will be trained in the Ladder of Reflection and PRIDE Point System during summer PD.

2. All teachers will track PRIDE points using the PRIDE point tracker during their classes. PRIDE Points will be entered weekly into the Online Tracker. Weekly and monthly incentive and school-culture events will be organized. Participation in these events will require individual monthly averages of 35 points or higher.
3. Weekly letters will be backpacked home with students notifying them and their families of their weekly PRIDE points.
4. All teachers will be trained in Functional Behavior Assessment techniques. Academy teams will apply these techniques during academy meetings for students consistently scoring below 33 points in the online tracker in order to generate behavior plans for these individual students.
5. All students will participate in a small group advisory 3 days per week that focuses on student voice and the 5 school core values of Professionalism, Reflection, Innovation, Determination, and Empathy. If earned by meeting the PRIDE point expectation of 35+ points, each advisory will be able to take a field trip as a group on a quarterly basis.

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

1. Grade level deans and administrators plan and implement PD on these systems.
2. Administrators observe use of this system as part of Danielson components 2c and 2d. Deans and student interns enter the data. Deans collaborate with the event planning committee to organize events.
3. Deans print and distribute the letters through advisory groups.
4. School's SPED coordinator leads PD on FBA use and behavior plan development.
5. Deans plan Advisory themes and topics and teachers develop subsequent advisory lessons using the framework from *The Advisory Book* by Linda Crawford.

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

1. All teachers will have been trained on Ladder of Reflection and PRIDE Point System during summer PD. September and October classroom observation of Danielson Components 2c and 2d will lead to subsequent PD session to refine and improve use of these structures. Ratings of effective or highly effective in these two components will demonstrate impact of these systems.
2. On a monthly basis, PRIDE Point Averages will be shared during faculty meetings and academies will be brainstorm next steps. Any class with a PRIDE pt average below 37 points will be required to submit their next steps.
3. Academies will submit their FBA outcomes through the shared Google Doc. Subsequent individual student PRIDE point averages will demonstrate impact.
4. Impact of advisory programming will be evaluated annually based on participation trends in culture events and overall advisory PRIDE scores.

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

1. By September, all teachers will be trained in the system. By October, all teacher will have received follow up PD to improve their practice using these two systems.
2. Ongoing PRIDE point scores will be updated in the Online Google doc. By October the weekly and monthly PRIDE events will have begun. These will carry through until the end of the school year.
3. By October students will receive weekly PRIDE letters.
4. By November, teachers will be trained in FBA structures. By January all teachers will have participated in at least one FBA process and submitted their notes in the Academy Google Doc.
5. On a quarterly basis, students will attempt to earn the PRIDE trips with their advisory with a goal of 90% participation in the trips. By June, advisory effectiveness will be evaluated based on overall advisory participation.

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

1. The Ladder of Reflection and PRIDE Point systems were developed using elements of *Lost at School* by Dr. Ross Greene. PD was planned using *Teach Like a Champion* and *Teaching With Love and Logic*.
2. The PRIDE Point Google Doc was developed in house.
3. Standard Functional Behavior Assessment protocols are being implemented.
4. *The Advisory Book* by Linda Crawford.

**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).

1. Weekly PRIDE point letters to families keep families in the loop at behavior expectations and outcomes at the school.
2. Student Led Conferences will be conducted quarterly. During these conferences students will present and defend a portfolio of their work to demonstrate mastery in their different subject areas. These conferences also include a review of monthly PRIDE averages.
3. Monthly *Snack and Chat with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and concerns during evening hours.
4. Monthly *Coffee with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and

concerns during morning hours.

### ***Budget and Resource Alignment***

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

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

### **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.

By June of 2014, at least 85% of students' families will have attended two or more student work showcases focused on common core aligned learning, feedback, and/or school-wide culture.

#### ***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.

The value of parent involvement in student learning cannot be overstated. Middle school students thrive off of parent involvement and engagement in their learning experiences, and parents also voice interest in being able to further the learning at home. At various student-learning showcases, during the 2012-13 school year, parent attendance was low. Through survey of parents it was clear that parents needed considerable warning to schedule themselves to be available. They also cited the need for a variety of opportunities and time frames to allow them to attend successfully.

#### ***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. The school will send home monthly events calendars with the full array of school events to aid in family scheduling.
2. The school will purchase and use school messenger to give regular event updates.
3. The school will continue to develop and implement the Student Led Conferences program (rather than tradition parent teacher conferences) as a quarterly student work showcase. The staff will work to meet and 85% family attendance at each SLC conference. This goal will be tracked in an online Google Doc.
4. Monthly *Snack and Chat with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and concerns during evening hours. Monthly *Coffee with the Principal* meetings will be used to share school programmatic goals and details as well as to solicited parent feedback, questions, and concerns during morning hours.

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

1. The school secretary will collaborate with teachers, staff, the School Leadership Team and administration to develop the monthly events calendar.
2. In year two of the school, a parent coordinator has been hired to oversee Parent Engagement logistics and programming.

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

1. On a monthly basis the events calendar will be approved by the Principal and backpacked home to families. Impact will be measured by parent efficacy of school communication on the annual environment survey.
2. In an ongoing basis, families will receive school messenger calls. Impact will be measured by parent efficacy of school communication on the annual environment survey.
3. The quarterly target of 85% attendance will measure family participation in the SLC program. Family efficacy in the SLC program will be gathered through survey results at the conferences.
4. Overall Attendance for the monthly forums will be reviewed annually to show family interest. Impact will be measured by parent efficacy of school communication on the annual environment survey.

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

1. By September monthly calendars will be backpacked home. This will continue in an ongoing basis until June.
2. By October school messenger will be used to regularly communicate with families. This will continue in an ongoing basis until June.
3. By November the first SLC will be conducted and 85% attendance will be achieved. By February the second SLC will be conducted and 85% attendance will be

achieved.

4. By October the monthly evening and morning forums will be conducted and continued until the end of the year.

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

1. School Messenger
2. Google Docs Excel

**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).

All above strategies are focused on increasing parent involvement.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	------------------	------------------	------------------	----------	---------------

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.

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

1.

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

1.

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

1.

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

1.

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

1.

**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.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
-----------------	-----------------	------------------	------------------	------------------	---------------

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) Codex AIS (vocab, repeated readings, close reading, thematic writing) 2) Saturday Academy: Interactive writing w/ CCSS workbooks (Finish Line) 3) HW help, guided questioning	1) Team Taught, Small group 2) Small Group, Tutoring 3) Small Group, Tutoring	1) During school 2) Saturdays 3) After school
<b>Mathematics</b>	4) Go Math AIS (vocab, repeated readings, close reading, thematic writing) 5) Saturday Academy: Interactive writing w/ CCSS workbooks (Finish Line) 6) HW help, guided questioning	4) Team Taught, Small group 5) Small Group, Tutoring 6) Small Group, Tutoring	4) During school 5) Saturdays 6) After school
<b>Science</b>	7) HW help, guided questioning	7) Small Group, Tutoring	7) After school
<b>Social Studies</b>	8) HW help, guided questioning	8) Small Group, Tutoring	8) After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	9) Individual Counseling 10) group Counselling	9) one to one 10) Small group	9) one to one 10) Small group

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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>x</b>	<b>School Wide Program (SWP)</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.
- During Teacher Recruitment we hold bi-weekly open houses to show off the high quality BXPK classrooms and entice high quality candidates to apply for positions. Candidates are put through a rigorous multi-stage application process
- We will provide professional development opportunities for all teachers targeted at deepening their understanding of differentiation of literacy instruction, embedding the Common Core Learning Standards into our curriculum, understanding text complexity, tasks of higher cognitive demand and academic rigor. The facilitators are from our C.F.N., as well as from our Principal, Assistant Principal, and various teacher leaders.
- Once a week, teachers will receive intensive professional development aimed at aligning all units and lessons to the CCLS.
- Teachers will continue to meet in Professional Learning Communities, sharing best practices, looking at student work, implementing new strategies and engaging in the data inquiry cycle.
- Teachers will also receive high-quality feedback from administrators, based on low inference evidence from observations, and aligned to a research-based teaching framework.
-We will support and encourage teachers to communicate with parents/guardians via telephone, email, communication through the jumpro.pe system or personal meetings.

**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).
- During the summer new teachers participate in a week long Curriculum PD program focused on learning high quality UBD unit planning. All teachers then participate in 4 additional curriculum retreats through the year.
- During the summer all teacher participate in a week long environment and instruction PD program focused on effective teacher practice in domains 2 and 3 of the Danielson Rubric.
- All teachers participate in weekly PD sessions focused on instruction and CCSS aligned practices.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
- Funding set asides for students in temporary housing were first discussed with families in temporary housing to provide needed school related or personal resources necessary for success. Remaining funds were spent on clothes meeting school dress code standard for these students to access.

**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.

- To select MOSLs local measures, a MOSL committee, comprising of teachers, was formed to make selections.
- Over the summer, departments submitted requests for specific curriculum or technology resources to facilitate appropriate assessment.
- On an ongoing basis, feedback is solicited from teachers concerning upcoming professional development opportunities.

**TA Schools Only**

**Use of Program Resources**

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

**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).

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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

Bronx Park Middle School in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, will implement the following methodologies to ensure that a parental involvement policy meets the needs of all parents and families who have a child at Bronx Park Middle School. The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.

The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand. The school will make the School Parental Involvement Policy available to the local community. The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.

The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy. The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

a) that parents play an integral role in assisting their child's learning;

b) that parents are encouraged to be actively involved in their child's education at school;

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

## **I. School Responsibilities**

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

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

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

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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>556</b>
School Name <b>Bronx Park 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>Dillon Prime</b>	Assistant Principal <b>Renee Rinaldi</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Tomasz Grabski</b>	Guidance Counselor <b>Ralph Labossiere</b>
Teacher/Subject Area <b>Ashley Dylenski/ELA/ESL</b>	Parent <b>Mrs. Contreras</b>
Teacher/Subject Area <b>Bennett Sarah/ELA</b>	Parent Coordinator <b>Madge Anderson</b>
Related Service Provider <b>Ricardo Torres</b>	Other <b>BJ Markus</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Pablo Schelino</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</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>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>250</b>	Total number of ELLs	<b>47</b>	ELLs as share of total student population (%)	<b>18.80%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							1	1						2
Pull-out							1	1						2
<b>Total</b>	0	0	0	0	0	0	2	2	0	0	0	0	0	4

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	10
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	11

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	25	6	1	11	0	2	11	0	7	47
Total	25	6	1	11	0	2	11	0	7	47

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							18	12						30
Chinese														0
Russian														0
Bengali								1						1
Urdu							2	1						3
Arabic							1	4						5
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							4	2						6
<b>TOTAL</b>	0	0	0	0	0	0	26	21	0	0	0	0	0	47

## 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)							11	6						17

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)							6	5						11
Advanced (A)							8	11						19
Total	0	0	0	0	0	0	25	22	0	0	0	0	0	47

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	3			13
7	12	2			14
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									0
6	18		2						20
7	16		1		1				18
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	6		11		11		1		29
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.

All our new arrival ELLs receive the LAB-R or the Spanish LAB (where appropriate) to determine their eligibility for ELL services and their literacy skills in English and their native language (Spanish where appropriate). School-wide reading assessment is administered to all students that includes the ELLs twice per year. This test determines each student's lexile reading level that indicates at which grade-level each student reads. The beginner ELLs are provided with Fountas and Pinnell-leveled readings through online Reading A-Z that monitors their progress in reading. All ELLs take the NYSESLAT in the Spring that provides additional data in the four modalities of speaking, listening, reading and writing. The eligible ELLs who have been in the NYC school system for more than one year take the state ELS test. All ELLs take the NYC Periodic Assessment for ELLs twice per year. Additionally the ELLs take teacher-created assessments that are based on the CCSS in all core subjects that are organized in thematic units using the backward design (Understanding by Design). Each of the units reflects the state scope and sequence topics for each grade-level across all core subjects.

The data on ELLs from the above mentioned sources shows that half of our students classify as beginners, a small percentage classifies as intermediates and close to 40% of the ELLs classify in the category of advanced on the NYSESLAT. About 55% of all ELLs took the last ELA test in the Spring of 2013 of which 3/4 received level 1 and the remaining 1/4 received level 2. The ELLs performed similarly on the state Math test where 81% of all ELLs participated in the Spring of 2013. The ELLs who took the Math test scored at level 1 -90% and the remaining 10% received level 2. Of the eligible ELLs who took the state Science test in the 4<sup>th</sup> grade 78% received levels 2 or higher. From among the ELLs who took the NYSESLAT in the Spring of 2013 majority reached the advanced and even proficient levels in speaking and listening however only a few reached the advanced level in reading and writing. The NYSESLAT data correlates with our findings from the biannual lexile reading level assessments as well as Fountas and Pinnell assessments where the scope of reading levels is broad and it ranges from kindergarten to the 5<sup>th</sup> grade for the current ELLs and the 9<sup>th</sup>-grade in several cases of the former ELLs. In other words, our current ELLs read between 2 to 6 grades below their current grade-level.

Our free-standing ESL push-in and pull-out program provides the mandated hours of instruction to our ELLs at all proficiency levels. Since the academic needs of our ELLs range from teaching the graphophonic system through word reading accuracy and fluency, the semantic system embedded in the subject content, and the syntactic system with the language structures (orthography, syntax, grammar), we pay close attention to have the above literacy skills taught and mastered as we plan them in form of ELA/ESL, Math, Science, Social Studies and Physical Education grade-level thematic units every six weeks. The conceptual planning of the curricula for each grade provides the ELLs with a semantic context for learning literacy skills in all four modalities while building schema in content knowledge and strategic problem-solving—decision making—critical thinking as prescribed by the CCSS. Our first theme for the cross-content curricula was “Exploration.” The ELLs in the 7<sup>th</sup> grade embarked on self-exploration via a close reading of a novel and studying the characters and plot structure (ELA/ESL). Similarly the students undertook the concept of exploration in Math, Social Studies, Science and Physical Education. Planning of each unit starts with the end product in mind, the transfer goals, enduring understandings and set of skills/knowledge that each teacher team expects our ELLs to acquire in the course of six-week cycles. As planned, the students are assessed weekly through teacher-created formative assessments that employ speaking, listening, reading and writing. The end accomplishments of the students are celebrated through portfolio/project presentations delivered according to performance rubrics.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

From among the ELLs who took the NYSESLAT in the Spring of 2013 half reached the advanced and even proficient levels in Speaking and Listening, however only a few reached the advanced level in reading and writing. The NYSESLAT data correlates with our findings from the biannual lexile reading level assessments as well as Fountas and Pinnell assessments where the scope of reading levels is broad among our ELLs, and it ranges from kindergarten to the 5<sup>th</sup> grade for the current ELLs and the 9<sup>th</sup>-grade in several cases of the former ELLs. In other words, our current ELLs read between 2 to 6 grades below their current grade-level. Reading and writing modalities are by far the most challenging for our ELLs and it takes, on the average, 5 to 6 years for our ELLs to reach proficiency in reading and writing on the NYSESLAT.

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](#))

2/3 of our ELLs scored at Beginning and Intermediate levels in Reading and Writing modalities on the NYSESLAT. Beginners and Intermediates make up half of the ELLs in the Speaking and Listening modalities. It is apparent that literacy skills pose challenges for our ELLs of who 60% are Newcomers (who have been in the NYC DOE for less than 3years); 25% have learning disabilities; 25% are Long-Term ELLs; 13% are Newcomer SIFE (Students with Interrupted Former Education). The need to develop academic skills in the four modalities as informed by the NYSESLAT scores is addressed by our curricula and instruction. Our conceptual planning of the curricula for each grade provides the ELLs with a semantic context for learning literacy skills in all four modalities while building schema in content knowledge and strategic problem-solving—decision making—critical thinking—as prescribed by the CCSS.

Our first theme for the cross-content curricula was “Exploration.” The ELLs in the 7th grade embarked on self-exploration via a close reading of a novel and studying the characters and plot structure (ELA/ESL). Similarly the students undertook the concept of exploration in Math, Social Studies, Science and Physical Education. Planning of each unit starts with the end product in mind, the transfer goals, enduring understandings and set of skills/knowledge that each teacher team expects our ELLs to acquire in the course of six-week cycles. As planned, the students are assessed weekly through teacher-created formative assessments that employ speaking, listening, reading and writing. The end accomplishments of the students are celebrated through portfolio/project presentations delivered according to performance rubrics.

Both, our mandated and supplemental/AIS instruction in ESL, ELA and Math is offered to our current and former ELLs who receive AIS classes in form of Flow Math and Flow Reading each day.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

According to the most recent NYSESLAT scores the most of our ELLs classified as Advanced, then the Beginners and the smallest group of 11 students make the Inermediates. 98% of our ELLs who took the Math test scored at levels 1 and 2, and 100% of the ELLs who took the ELA state test scored at levels 1 and 2. Only several students took the Math state test with supports in their native language and they faired better than if they had to take the test only in English.

The Spanish LAB test results indicate that the majority of ELLs whose first language is Spanish show advanced levels in speaking and listening modalities, however, they score low on the reading and writing in their native language.

The ELL assessments reveal the performance trends among our ELLs and inform our planning for instruction. Our teachers become aware of the different needs in developing the academic skills of our ELLs in each modality. As we study and compare ELL data from different sources, we design instruction that addresses the individual needs of our ELL students. As the new data emerges, we are able to adapt our next set of learning targets and instruction to optimally meet the needs of our ELLs. The native language is used to scaffold learning for the students who show the need.

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](#).)

N/A

6. How do you make sure that a child’s second language development is considered in instructional decisions?
- Each ELL child's second language development is carried by a team of teachers across the content areas and by special services providers in case of the students with IEPs. Individual student data from a variety of sources (state standardized tests, formative assessments both formal and on-going created by the teachers) informs us of individual student's needs. Each student's reading lexile level is assessed twice a year in addition to the Fountas and Pinnell running records that serve as interim assessments of student's reading fluency. This student data is shared with content area teachers and special services providers who in turn use their findings to plan for differentiated instruction. Student learning targets for second language in listening, speaking, reading and writing are

addressed in curriculum unit plans and in each daily lesson. ELL students' understandings and skills are addressed through thematic unit instruction. Student development of skills in the four modalities is gradually constructed and scaffolded appropriately to the needs of individual students who for example learn the concept of "systems" in ESL, ELA, Math, Science and Social Studies. The Beginner ESL students receive different Tier level vocabulary instruction with emphasis on phonemic awareness in the context of the content taught. Additional individual support in the second language development provide student online accounts on RosettaStone.

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?

N/A

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

Our ELL and general student data are analyzed to inform our next instructional steps for reaching the AYP for ELLs. Our cyclical study of student work using the ATLAS protocol provides us with specifics to mastery of the learning targets that guided by the CCSS in different content areas. All students are held to high standards as they are expected to develop academic portfolio exemplar pieces of work in each content area. Each of the projects developed by the students is guided by a performance rubric that is aligned to the CCSS learning targets. Both the students and the parents are informed of the student progress through distribution of the report cards that specify mastery of the learning targets in each content area.

## 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](#).)

At enrollment, a trained ESL teacher administers a Home Language Identification Survey (HLIS)—translated in their native language (where available)—to parents to determine what language their child speaks at home. This process also includes an interview in the parents' home language that we are able to provide upon parents initial visit or via translation/interpretation services. If outcome of the HLIS confirms that the child speaks another language at home then the student is administered the LAB-R and the Spanish LAB in the case of the students whose first language is Spanish within the first 10 days.
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.

Within the first five days of parent initial contact the parents are presented the video of parental choice of the three DOE programs for ELLs (Transitional Bilingual, Dual Language and ESL that is delivered in the parents' native language. The EPIC toolkit for the ELL parents serves us as a resource to introduce them to the three program choices for ELLs in the NYC DOE. Parents who have selected either Transitional Bilingual or the Dual Language programs on the parental choice survey will be informed via mail when either of the programs becomes available. The program eligibility letters are sent to the parents in their native language. The bi-weekly meetings with the principal provide the parents of ELLs with guidance for making informed choices in selecting the right academic path programs for their child. When the LAB-R and the Spanish LAB results indicate that the child is entitled to ELL services, the entitlement letters are mailed to the parents in their native language. The parents meet with the two ESL teachers, Mr. Grabski and Ms. Dylenski as well as the rest of the teaching and administrative team regularly throughout the year, during scheduled parent conferences every quarter, or on-call when needed.
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 [\[see tool kit\]](#).)

The entitlement letters are distributed to the parents of ELL students whose child after the screening and receiving the LAB-R and

the Spanish LAB (where appropriate) qualified as entitled to receive the ELL services. RLAT report from ATS is used to determine which students reached the proficiency on the NYSESLAT and those who need to receive continued entitlement of ELL services notifications. The ELL Coordinator and the Parent Coordinator conduct the mailings to the parents of ELLs that include the entitlement of ELL services, Parent Survey and the Program Selection Forms. All the HLIS surveys and the Program Selection forms are stored in the main office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Upon a consultation with the parents of newcomer ELLs and the review of the HLIS form, their child receives the NYC DOE ELL screening test LAB-R and the Spanish LAB if the child's home language is Spanish, as indicated by the HLIS. The results of the LAB-R determine if the child is eligible for placement in either the Transitional Bilingual Program or the Freestanding ESL Program. The informal conference with the parents in English and their native language as well as viewing of the informational video regarding the program choices provides the parents with the ELL choice options for the program selection. The placement letters are mailed to the parents and maintained in the main office. The parents of the students who are entitled to continued ELL services are mailed the continuation of ELL services letters that are stored in the main office. Should the number of students who speak the same first language reach 15 in two consecutive grades, the parents of ELLs who indicated on the Parent Survey and Program Selection Forms the TB program as their choice will be notified by mail and will be invited to an orientation session. The parent notifications, orientation sessions and conferences offer materials and translation and interpretation services in their native language. The ELPC screen in ATS is updated within 20 days.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The RLAT report from the ATS informs us which ELL students reached proficiency on the NYSESLAT and those students who are to receive the continued ELL services and continue to take the NYSESLAT. The NYSESLAT administration window provides us with the time to administer the listening, reading, writing and speaking sections of the test to all students. The entire staff at BXPKMS is informed of the NYSESLAT administration schedule as well as the names of the eligible ELLs. Appropriate test administration locations and time slots are secured where the ELL students take the test. All ELLs are administered the listening, reading and writing in small groups, and the speaking section individually. Students who were absent during the regularly scheduled test administration are given the test during the make-up period.
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.   
Upon reviewing the Parent Surveys and Program Selection forms, we discovered that 9 out of 10 parents select our Freestanding ESL program as their first choice. The Transitional Bilingual program is the parents' 2<sup>nd</sup> choice option, and since this program is not currently available at BXPKMS we monitor the number of forms that indicate this preference, and inform those parents whose first choice was TB of any openings in the neighboring schools for placement.

# 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])?

Our principal has a clear school vision that includes high expectations for ELL student achievement supported by a purposeful plan of action leading to post-secondary options, including college. BXPK continuously monitors ELL student progress through periodic ELL data analysis, and systematically adjusts instructional planning based on a wide variety of evidence and data. All teachers who service the ELLs and school leadership know their ELL population and their individual needs well. The progress reports are provided to students and their parents in biweekly cycles that show individual student growth in all core subjects (via Jumpro.pe reports).

School organization and structure is maximized for ample collaboration and planning time among teachers, school leadership, and all stakeholders. The ELLs are grouped in heterogeneous, mixed proficiency levels classes at each grade level for push-in and collaborative-teaching instruction as well as pull-out instruction for targeted instruction to specific proficiency subgroups. The teachers who service ELLs support and learn from each other in a way that recognizes the interdependency of language proficiency and content instruction (ELA/ESL, Flow Reading, Flow Math, accelerated beginners instruction, and self-contained Special Ed instruction--where appropriate). Language development and academic concepts and skills are addressed through the instructional models across the core subjects. In this manner our school leadership is able to make connections between the Children First concept of accountability for ELL outcomes and key instructional initiatives.

Our self-designed thematically-based curricula and instruction are closely aligned to CCSS and informed by the close analysis of the ELL data. Each ELL student is expected to develop a portfolio-bound project for each content area and prepare a rubric-based presentation for their teachers and peers.

BXPKMS highly values parent and community involvement, and we have taken steps to ensure that both are a part of the school's culture starting with the ELL identification process, program selection and placement, periodic student progress notifications, social and cultural events organized by our principal, parent coordinator, staff and the School Leadership Team.

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)?

The schedule provides all ELLs at BXPKMS the mandated instructional minutes and beyond in ESL as per CR Part 154. The beginners and intermediate ELLs receive 360 minutes of ESL and the advanced students receive 180 minutes of mandated ESL through both the push-in and pull-out ESL models of 60-minute blocks everyday. The push-in model is delivered during ELA and Flow Reading (literacy class) blocks every day.

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.

The collaboration and planning for ELLs across the content areas is ongoing at BXPKMS, our staff is well-versed in content and language differentiation for ELLs. The main language of instruction is English with individual scaffolds through either verbal or written translation (25% where appropriate) in the native language of the student. Sheltered English, SIOP, CALLA, CodeX and Reading and Writing Workshop methods are implemented to deliver the thematic (Understanding by Design) curriculum units. The units are designed by the team of ESL and content area teachers and reviewed by the principal. Teams of ESL teachers together with the content area teachers plan lessons for instruction daily, and ensure that student learning targets address the second language development of individual ELL students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs first language is evaluated throughout the year via one-on-one conferences with the student, oral presentations and written work. Literacy and language skills transfer from the students' native language is monitored periodically every 5-6 weeks during the culminating end of thematic unit project week as well as on-day-to-day basis through mastery tasks at the end of each

lesson. The student progress in mastering the skills is recorded in an online data base Jumpro.pe.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our thematic units developed in all core subjects that are aligned to the CCSS provide for weekly formative assessment of ELLs in speaking, listening, reading and writing throughout the year with frequency of 5-6 weeks. In addition, the ELL students receive ELL formative assessment twice per year. The lexile reading level of the students is assessed online twice per year. Fountas and Pinnell running records assess individual student's reading fluency. The speaking, listening and writing development is assessed during the end of the thematic unit project week presentations where the students have to present/defend their written works that reflect the thematic unit learning targets. The students participate in both self-evaluation and the evaluation of peers' work by using the rubric criteria for each project in the content areas.
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).

Our SIFE and newcomer ELLs receive additional interventions through guided instruction with the appropriate level on RosettaStone in English. They also take part in a targeted pull-out program where they gain their language fundamentals through Reading A to Z and ESL Connections program. The native language of the newcomers and our SIFE students (who all happen to be newcomers as well) is employed to support the instruction in English. The ELLs who have been receiving services for 4 to 6 years and the long-term ELLs receive beyond the mandated minutes of support in ESL instruction through the push-in and pull-out models. The common denominator that guides the supports for this student subgroup is the focus on literacy acquisition particularly in reading and writing. In addition to the daily ELA instruction, these students receive free-standing ESL that extends the topics addressed in ELA. Furthermore, daily instruction in Flow Reading that also addresses the needs of the former ELLs, beyond the recommended 2 years after their testing out of ESL, provides additional literacy block using the Code-X program. The long-term and the former ELLs receive daily Flow Math lessons that are designed by our math department and are aligned to the CCSS.

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?

All our ELL-SWDs receive related services in a 12:1, ICT or SETTS settings as dictated by their IEPs. The service providers plan for individualized student instruction that includes close reading, shared reading and writing. Reading and Writing A to Z and RosettaStone, both online language/literacy programs provide technological support for our ELL-SWDs. The students with IEPs, who are mandated ESL services, receive the mandated minutes of instruction through a push-in model during Flow Reading ( a daily 60-minute literacy block) that uses the CCSS-based CodeX program.

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?

While the curriculum thematic units are shared across the board among all teachers and students as well as our instructional approaches provide the necessary individualized scaffolds, the ELL-SWDs receive instruction targeted instruction from the related service providers for parts of the day where they are mandated according to their IEPs, and they are mainstreamed for the remainder of the day where appropriate.

### Courses Taught in Languages Other than English

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

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

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

### 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

Math:				
Science:				

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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.



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.
- All intermediate, advanced and former ELLs receive ESL (pull-out) and Flow Reading instruction (Code-X) as part of their academic interventions, two 60-minute blocks daily. The targeted intervention in Math is delivered during Flow Math (a math intervention 60-minute block) daily. Additionally, both ESL and Math targeted interventions are offered during the Saturday Academy 4-hour blocks that run weekly from December through April. The Science and Social Studies targeted interventions are delivered during the 37.5 minute Extended Day program three times per week. All targeted intervention programs evaluate student progress through weekly assessments on Friday that are uploaded into an online data base and shared among the teaching team.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since BXPKMS is only in its second year of operation, we noticed that most of our ELLs need on average 5 to 6 years to test out of ESL on the NYSESLAT. ELA, Math, Social Studies and Science summative and formative assessments administered every 5-6 weeks throughout the year provide an on-going source of student data and allow us to monitor individual ELL student progress in each content area. We review student data during our weekly 2-hour PD block delivered by our principal, lead teachers or the network support staff. We found that obtaining proficiency on the reading and writing sections of the NYSESLAT is by far the most challenging for our ELLs, however, close to half of our ELLs obtained either the advanced or the proficient levels on the speaking and listening sections of the NYSESLAT after spending with us the first year in the 6<sup>th</sup> grade.
11. What new programs or improvements will be considered for the upcoming school year?
- Since BXPKMS is to expand to include the 8<sup>th</sup> grade next year, we will be hiring new staff that will be servicing our ELLs as well.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs at BXPKMS are afforded equal access to all school programs that includes over 12 of after-school academic and extra-curricular clubs that range from ELA, Math, Science, Social Studies tutorials, to art, chess, dance, yoga, tag ball, tag rugby, soccer, American tag football, robotics, step-cheerleading, that are offered from 3:30 to 5:30 PM Tuesdays through Thursdays throughout the year. All ELL students participate in the targeted intervention programs in the content areas during the 37.5 minute Extended Day on Tuesdays through Thursdays. The Saturday Academy offers academic interventions for ELLs in Math and ELA. All academic and extracurricular programs are advertised through mailings to the parents of ELLs as well as through Club Fairs for the students where the ELLs can select along with their parents the appropriate programs that they wish to participate in.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In addition to the materials mentioned in previous points the advanced and former ELLs participate in a STEM technology program where they develop computer skills that prepare them for high-school and college-bound careers. Various online native language materials are used in the daily curricular and extracurricular programs, these include Reading and Writing A to Z, RosettaStone individual student accounts, Google Translate, ReadingWorks (reading with lexile level alignment), classroom and school library selections in English and other native languages.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The newcomer /SIFE students are provided 25% of instructional supports in their native language where appropriate. Student directions during lessons on PowerPoints and homework are translated in their native languages where appropriate. Google instant translator and RosettaStone provide options for the ELLs to use their native language for hearing and reading directions.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The ELL services and resources are student-age and grade-level appropriate as each of our six-week thematic unit cycles is aligned to the CCSS and the state scope and sequence topics. The reading instruction poses some challenges as our ELLs read 2 to 6 grades below their grade-level at this time. (see above narratives for details)
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.
- The new ELLs enrolled at BXPKMS attend the school orientation that starts a week before the official DOE beginning of the school year. They participate in activities that introduce them to the school culture through the core PRIDE (Professionalism,

Reflection, Innovation, Determination, Empathy) values of the school, the school protocols for engagement, dress code and the academic expectations. Each of the newcomers is matched with a peer; most of the time it is another child who shares the native language of the newcomer student.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

Paste response to questions here:

### 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.

1. Our PD calendar includes weekly 2-hour professional development sessions for the ESL, ELA and Social Studies staff on Tuesdays and the Math and Science staff on Thursdays, and they address the ELL topics in the context of the content areas instruction. Additionally, each homeroom academy team meets for an hour weekly on either Mondays or Wednesdays where the ELL topics are included. Our network is a resource on PDs with ELL-related topics (NYSESLAT and CCSS) as well as the central OELLS -- Engaging Middle Grade ELLs with Complex Texts and ELL Coordinator PDs. The workshops and the PD sessions conducted in-house are designed and conducted by the principal, the assistant principal, the lead teachers in all content areas that includes the special services providers, psychologist and the guidance counselor.

2. The Common Core Learning Standards-related topics are delivered during the Tuesday and Thursday 2-hour workshops, the July and September all staff orientations, and the curriculum planning weekend retreats that occur every 6 weeks. All teachers of ELLs participated in the network and centrally-offered PDs on the Common Core Learning Standards that include workshops delivered by the central OELLS.

3. Our Guidance Counselor provides orientations and advice for the ELLs on how to transition from middle school to high school and how to plan for college and the college-bound careers.

4. ELL topics are addressed in our weekly 2-hour PDs for all ELL, and non-ELL teachers and that includes the special education teachers on Tuesdays and Thursdays as well as the weekly hour-long Academy Meetings.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Our school leadership, parent coordinator and the staff collaborate on designing an engaging calendar of events for the parents of ELLs that is posted on our school website. The school-home communications include both the information regarding the academic progress of the ELL child (biweekly) to cultural events for the students and their parents (field trips, dances, volunteering, fundraising, charity events, community service events, holiday celebrations), membership in the School Leadership Team and Parent Teacher Association monthly meetings.
  2. Our Parent Coordinator develops a calendar of events that offers events for the parents of ELLs along with the ELL students. These events include workshops, weekly Snack and Chat with the Principal, cooking classes at the Trump Tower, apple picking in the Fall, Penny Harvest, winter coat and food collection, homework help and scheduling individual conferences in collaboration with our School Based Support Team to conduct academic and social evaluations.
  3. The ELL parents needs are evaluated through the surveys, letters, quarterly student led conferences, and bi-weekly meetings with the principal.
  4. Our parental involvement activities create an open forum for discussion on topics related to academic and social growth of their children. The parents feel empowered to monitor their child's progress by accessing the online data base, Jumpro.pe, where they can find their child's grades in all subjects, and specifically the levels of mastery of specific skills required to succeed in each content area. The community service events, celebrations, assemblies and participation in the SLT and PTA give the ELL Parents voice through providing them with relevant information regarding the schools performance as it is outlined in our CEP and school operations. The parents' suggestions and concerns are addressed through the planning for future engagements.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dillon Prime	Principal		11/15/13
Renee Rinaldi	Assistant Principal		11/15/13
Madge Anderson	Parent Coordinator		11/15/13
Tomasz Grabski	ESL Teacher		11/15/13
Mrs. Contreras	Parent		11/15/13
Ashley Dylenski/ ESL/ELA	Teacher/Subject Area		11/15/13
Ricardo Torres Special Educati	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Ralph Labossiere	Guidance Counselor		11/15/13
Michael Alcott	Network Leader		11/15/13
Pablo Schelino	Other <u>Network ELL Contact</u>		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 11X556 School Name: Bronx Park Middle School

Cluster: 4 Network: 411

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

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

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

Bronx Park Middle School (11X556) situated in the Pelham Parkway part of the Bronx, has 18.8% English Language Learner students currently on the rosters, and the number of students who speak language other than English at home is approximately 50%. Upon enrolling at BXPKMS the ESL provider along with the Parent Coordinator advise the parents on submitting the HLIS form as well as they deliver an informational workshop on the available ELL program models in the NYC DOE. The HLIS forms inform the BXPKMS of the ELL student and his/her family's native language spoken at home. According to this survey there are 11 languages other than English spoken at homes of our students, and they include Afrikaans, Albanian, Arabic, Bengali, French, Fulani, Hindi, Hungarian, Spanish, Urdu and Vietnamese. The hard-copies of our communications with our families of ELLs are translated in-house, and outsourced to either the Office of Translation and Interpretation or to an independent translation/interpretation service agency.

Oral interpretation services for live events for the parents are provided in Spanish and Arabic through the in-house interpreters. The translated mailings on different topics are sent to the parents of ELLs several times each month throughout the year, and they include, but are not limited to registration, selection/placement in an ELL program; the BXPKMS report cards; conduct and safety (PRIDE Point Tracker); special education and related services; transfers and discharges. Furthermore, the BXPKMS action plan ensures that parents in need of language access services are not prevented from reaching our school's administrative offices solely due to language barriers.

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

From among the 11 languages other than English spoken by the parents of ELLs in the BXPKMS community, 4 are the majority languages in which informational materials are made available by the OELLs. In case of specific events/engagements in our community we provide in-house translation and interpretation or outsource the translation and interpretation services to the outside agencies.

The Student-Lead-Conferences and the initial enrollment conferences serve as opportunities for informing the BXPKMS about the specific translation and oral interpretation needs of our families of ELLs. The HLIS form submitted by the families of ELL students at registration provides a statistical information regarding the degree of translation and oral interpretation needs. Over the phone conferences are also supported by oral interpreters when needed. BXPKMS will post in a conspicuous location at or near the primary entrance to our school a sign in each of the BXPKMS covered languages, indicating the availability of interpretation services.

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

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

The BXPKMS will provide written translation to the parents of ELLs. The services will be provided by both in-house personnel and two outside vendors. The in-house translation is done the same day while the services provided in languages other than Spanish need to be outsourced to the DOE vendors, and the projects are completed usually within 5 business days or less. During the live events at BXPKMS on-site translation and interpretation is provided by our staff and parent volunteers identified by the principal, the parent coordinator and the staff. In case a parent of ELLs who speaks one of the 7 minority languages is in need of instantenous translation we will outsource the services to one of the two vendors.

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

BXPKMS will provide oral interpretation services to the parents of ELLs who demonstrate the need (especially those parents who speak one of the 7 minority languages). The interpretation in Spanish and Arabic will be provided in-house through our staff and/or parent volunteers, while the interpretation in other languages listed in section A will be provided through the DOE Translation and Interpretation Unit or an outside vendor with a two-day notification.

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

BXPKMS will address the translation and interpretation needs of the parents of ELLs who demonstrate the need in accordance with the Chancellor's Regulation A-663, and as part of our Comprehensive Educational Plan. BXPKMS has put in place procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education as delineated by our school CEP, our annual school calendar of events and that they reflect the current NYC DOE organization. No minor students will provide translation services. We will ensure to obtain training for our key staff on language access requirements.