

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**School Name:**                       **BRONX PARK MIDDLE SCHOOL**

**Principal:**                              **DILLON PRIME**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Junior High School School Number (DBN): 11x556  
School Type: Middle School Grades Served: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade  
School Address: 2441 Wallace Avenue, Bronx NY, 10467  
Phone Number: 718-652-6090 Fax: 718-652-6096  
School Contact Person: Madge Anderson Email Address: MAnderson26@schools.nyc.gov  
Principal: Dillon Prime  
UFT Chapter Leader: Mark Walters  
Parents' Association President: Yvette Henry, Carmen Fuller  
SLT Chairperson: Ralph Labossiere, Davina Ruiz  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 11 Superintendent: Maria Lopez  
Superintendent's Office Address: 1250 Arnow Ave, Bronx NY, 10469  
Superintendent's Email Address: MLopez9@schools.nyc.gov  
Phone Number: (718) 519- 2620 Fax: (718) 519- 2626

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: CFN 411 Network Leader: Elyse Doti

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dillon Prime	*Principal or Designee	
Mark Walters	*UFT Chapter Leader or Designee	
Yvette Henry	*PA/PTA President or Designated Co-President	
Deb Torres	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	
Ralph Labossiere	Member/ UFT	
Davina Ruiz	Member/ UFT	
Khadejah Artemus	Member/ UFT	
Sharon Alvandi	Member/ UFT	
Carmen Fuller	Member/ Parent	
Doris Mitchell	Member/ Parent	
Keith Paris	Member/ Parent	
Vilma David	Member/ Parent	
Darma Rodriguez	Member/ Parent	
Claudette Davis Lebron	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Bronx Park Middle School opened as a new school in 2012 and has expanded this year to reach its full capacity as a 6-8<sup>th</sup> grade Middle School. It was founded on the idea that students learn best when they find their personal *Flow* (optimal learning experience) and by engaging in the authentic learning of making our planet a better place.

Bronx Park is a small, innovative school that offers a comprehensive, interdisciplinary college and career preparatory curriculum with a theme of applying learning to problem-based projects within the fields of modern, sustainable careers. Students take the traditional core courses each year, but always learn through interdisciplinary, project-based units that incorporate problem-based curriculum from a variety of career fields. To support essential adolescent social and emotional development, BXPk students receive daily advisory time with character development curriculum targeting our five core values of Professionalism, Reflection, Innovation, Determination, and Empathy. Bronx Park offers a rich array of enrichments including software engineering, foreign language, the arts, band and physical education, as well as extra-curricular activities including clubs, sports teams, student leadership, and school internships. The school supports special education by developing Integrated Collaborative Teaching (ICT) model classrooms to facilitate students' transition into their appropriate least restrictive environments. With a goal of inclusion, BXPk offers English as a Second Language services as both push-in and pullout models to support students' swift language acquisition. Students will leave Bronx Park high school ready, on college track, and well on their way to finding their life's work, passion, and *Flow*.

In the first two years, Bronx Park Middle School grew tremendously in its development of interdisciplinary-curriculum, building structures for social and emotional support for students, developing systems for reviewing student work and data, and creating structures for parent engagement. Across the board the school has celebrated successes in these areas.

Now, in year three, the schools' major focuses will shift onto improving student achievement. This will be done by improving student literacy through stronger reading comprehension and writing outputs in all disciplines, while maintaining the challenging and innovative contexts built into the unique BXPk Curriculum.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with Rigorous Instruction include:

- Collaborative teacher teams develop interdisciplinary, inquiry-based curriculum (2013-14 PQR)
- Collaborative teacher teams develop CCSS and career aligned summative performance tasks for each major unit. (2013-14 PQR)
- Overall student proficiency on the NY State Math exam increased by 2% in the 2014. (2013-14 School Quality Snapshot)

Based on a comprehensive assessment of our school’s academic program, our school’s needs with rigorous instruction include:

- To increase overall student proficiency on the NY State Math and ELA exams, which was at 6% on both of the 2013-14 tests. (2013-14 School Quality Snapshot)
- To increase overall student growth on the NY State Math and ELA exams, which was rated poor on the 2013-14 tests. (2013-14 School Quality Snapshot)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 School year, curriculum teams will continue their work together to produce *Understanding by Design* unit plans that are CCSS-aligned, utilize DOK level 3/4 performance tasks, and engage students in higher order thinking and discussion that will result in a 10% increase in students meeting proficiency levels on the ELA and Math Performance Series exams.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

<p><b>Ongoing Assessment:</b> All students will take a baseline exam for mathematics and reading on the Performance Series online system. Subsequently, students are retested for reading and mathematics in this system in January, March, and May. This data is used to set up targeted AIS groups in reading and mathematics that run on 10 week cycles.</p>	<p>All Students, Lowest third students in math and reading</p>	<p>Testing cycles take 3 weeks and are completed by the last day of the month in October, January, March, and May</p>	<p>Math and ELA teachers facilitate testing. The school's testing coordinator and Digital Resources lead ensure testing validity and completion.</p>
<p><b>Data Review for Differentiation:</b> Using the Atlas Data protocol, Teacher Academies review student data from performance series and classroom assessments, identify subgroups of various ability levels, determine skill areas of strength and weakness, and plan subsequent classroom instruction differentiation using this test data. This data review is conducted during bi-monthly Curriculum retreats, and weekly academy meetings using the most recent data available. This data is also shared with families on a quarterly basis during <i>Student Led Conferences</i>.</p>	<p>All students</p>	<p>Bi-monthly curriculum retreats take place over two days in September, November, January, and March. Weekly academy meetings are ongoing.</p>	<p>Academy Leaders are teacher leaders who facilitate these protocols and use goal setting and tracking templates to oversee completing and impact.</p>
<p><b>CCSS Aligned Curriculum Planning:</b> All teachers will participate in five <i>Understanding by Design</i> unit-planning Curriculum Retreats for the 2014-15 school year. The focus of these retreats will be to develop unit plans with CCSS aligned learning goals, DOK level 3 and 4 performance assessments, and learning activities aligned to the CCSS. Teachers will develop CCSS aligned unit plans with a base-line, a summative performance assessment project, and a summative post-test. All of these assessments will be aligned to the NYC Performance Assessment Rubrics. PD will be implemented to build differentiated Performance Assessments for ELLs and SWDs in all subjects. 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. Teachers in all other departments will use exemplar units from Engage NY to support planning. 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 &amp; McTighe <i>Understanding by Design</i> Rubric and the NYC Performance Rubrics to ensure alignment to standards. To better align, map, archive and share BXP Curriculum, the school will begin to transition away from Google-Docs, which has been the primary digital mapping resource, toward using a school-wide <i>Atlas Rubicon</i> account.</p>	<p>All students, ELLs and SWDs</p>	<p>Bi-monthly curriculum retreats take place over two days in July, September, November, January, and March. unit drafts are due for feedback 3 weeks in advance of the launch of the unit.</p>	<p>All teachers participate in the development of their grade-level, discipline specific units and assessments. All teachers present drafts of their unit plans to their departments and academies for feedback. The unit plans are submitted to the Principal and Assistant Principal for review and feedback.</p>
<p><b>Individualized Digital Learning Resources:</b> All students will be given licenses for online reading and mathematics support programs including NewsELA.com, lightsailed.com and IXL.com. Teachers will run monthly competitions for minutes spent and growth progress shown on these programs outside of the classroom. Additional time</p>	<p>All students, ELLs</p>	<p><i>IXL.com</i> competitions began in November and will</p>	<p>All teachers are trained in how to access and monitor these systems. The school's testing</p>

<p>afterschool and on Saturday will be allocated for students to use the school computer labs to complete minutes in these programs. Additionally, all students will be given license to Rosetta Stone language software so they may conduct this enrichment activity at their individual leisure. English language learners will have access to the English version of the program for their correct proficiency level.</p>		<p>continue on a monthly basis for the year. <i>Light Sail</i> competitions will begin in January and will continue for the remainder of the year.</p>	<p>coordinator and Digital Resources lead ensure monitor program use and implementation.</p>
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The Principal and assistant Principal will review these *UbD* units. NYC Performance Rubrics will be used directly from advance. The Atlas Protocol from the New School Reform Faculty will be used to review the assessment data and develop next steps.
- 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
- The Principal and assistant Principal will review these UBDs. The *UbD* rubric is aligned to the Wiggins and McTighe book: *The Understanding By Design Guide to Creating High Quality Units*.
- Our Testing Coordinator and Digital Lead 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.
- Trainings w/ lightsale.com and IXL.com and NewsELA will be given on a needs basis for teachers and students
- Per-session for afterschool and weekend sessions in the Computer labs
- Purchase of School-Wide Atlas Rubicon account
- Purchase of school-wide IXL.com student accounts
- Purchase of Lightsale.com for targeted students
- Purchase of school-wide *RosettaStone* accounts.
- Set up of student and teacher NewsELA accounts.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>	x	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

BXPK is one of the Chancellor’s PROSE schools. We applied for a PROSE mini-grant to receive additional funds for curriculum development per-session.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By the January cycle of Performance Series testing, overall student testing results should show a 5-7% increase in students meeting proficiency levels on the ELA and Math Performance Series exams.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with our Supportive Environment include:

- 95% of parents are satisfied with the education that their child has received. (2013-14 School Quality Snapshot)
- 82% of teachers would recommend this school to parents (2013-14 School Quality Snapshot)
- 60% of students responded that “students say that most students at the school treat each other with respect” (2013-14 School Quality Snapshot)

Based on a comprehensive assessment of our school’s academic program, our school’s needs for our Supportive Environment include:

- To increase overall student feeling of safety and security in all school spaces. According to the 2013-14 NYC School Environment Survey, 70% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria as compared to the city average of 77%. (2013-14 NYC School Environment Survey)
- During the 2013-14 school year, approximately 8% of the student body consistently did not meet conduct goals established by the schools core values. (School-wide behavior data tracking system)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school will implement a positive behavior program (PBIS) with weekly family notifications and socio-emotional counseling for at risk students that will result in a 10% reduction in principal and superintendent suspensions as evidenced through OORS reports.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
<b>Professional Development:</b> During summer PD weeks, all teachers will be trained in our 5 core values of Professionalism, Reflection, Innovation, Determination, and Empathy. With these 5	All teachers (all students)	PDs Implemented in August, with	Deans, AP, Teacher leaders, School Counselors

<p>core-values in the mind, teachers will also be trained in the BXPk Ladder of Reflection and PRIDE Point system during summer PD. These values and systems were developed using the research-based works of <i>Lost at School</i> by Dr. Ross Green and <i>Teach Like a Champion</i>, by Doug Lemov. They are focused on transparency, equity, empathy, and shared-accountability.</p>		<p>subsequent PDs in September and as needed throughout the year.</p>	
<p><b>Student Positive Behavior Intervention Systems:</b> All teachers will track PRIDE points using the PRIDE point tracker during their classes. PRIDE Points will be earned by students showing maximum classroom engagement through professional conduct and determination to complete all assignments. PRIDE Points will be entered daily into the school's online grade-book <a href="http://BXPk.Kickboardforteachers.com">BXPk.Kickboardforteachers.com</a>. Weekly, individualized letters will be backpacked home with students notifying them and their families of their weekly PRIDE points. Families will also be able to log into the website from home to view their class grades and PRIDE point scores. Weekly and monthly incentive events will be organized, including ice-cream sundae parties, dress-down spirit days, and movie nights. Participation in these events will require individual monthly averages of 35 points or higher. On a daily basis, students who do not meet the minimum PRIDE Point goals or who violate school wide non-negotiable rules will be mandated to attend a Professionalism Seminar with the schools Deans during recess and after school hours, pending parent permission.</p>	<p>All students</p>	<p>Implemented in September and continues through the end of the school year. Weekly letters are print and distributed by the deans.</p>	<p>CIT Members: Deans, Admin, Teacher leaders, School Counselors,</p>
<p><b>Increasing Student Social and Emotional Development Support Systems:</b> The school will create a <i>Crisis Intervention Team (CIT)</i>, meant to support students in their moment of crisis. These crises, defined by Dr. Greene in <i>Lost at School</i>, will be engaged through positive interventions including reflection, conflict resolution, and counseling. The CIT will include the school's administrators, deans, counselors, and teachers with a proven record for student mentorship and support. The school will implement a Reflection Center space meant to give students a place to reflect on issues of PRIDE. This space will offer students a variety of structured protocols for solving interpersonal issues and learning from mistakes. This space will be staffed by members of the CIT during every period of the week. The school will implement a <i>Crisis On Call schedule</i> to respond to students in crisis during every period of the day. This school year, four additional staff members will be added to the CIT team including 3 teachers and 1 new guidance counselor. School wide PRIDE Point data and social and emotional development policies will be reviewed and updated during bi-weekly CIT team meetings.</p>	<p>While all students have access to these structures, they specifically target the 8% of students who have recurring moments of crisis</p>	<p>CIT was developed in September along with the RCF and On Call schedules. The guidelines for RCF and On Call protocols were developed and implemented during CIT meetings in September and October.</p>	<p>CIT Members: Deans, Admin, Teacher leaders, School Counselors</p>
<p><b>Advisory and Mentorship:</b> All students will participate in a daily advisory with a single advisor for the year. In small groups, students will use advisory to internalize the five core-values, build a sense of community, and engage in acts of service. Advisers will also serve as the primary point of family contact for <i>Student Led Conferences</i> and other major school events involving their advisees. <i>The Advisory Book</i>, by Linda Crawford, will serve as a mentor text and curriculum for the advisory group.</p>	<p>All Students</p>	<p>Advisories are created in September and run throughout the year. Advisee communication with families is ongoing and is tracked in a</p>	<p>All Teachers</p>

		parent engagement log submitted at the end of each month.	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Hiring of a guidance counselor, a second dean, and additional teachers with exemplar records for student intervention support to join the CIT team.
- The creation of teaching schedules that allow for CIT members to serve periods in the RCF and active On Call schedules
- Per-session for PD and trainings for all teachers
- Per-session for development of RCF, On Call, and PRIDE-based protocols
- Mentor copies of *lost at school* and *teach like a champion*
- School-wide account for Kickboard For Teachers for PRIDE data entry, analysis, and sharing

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

In February, a review of OORS reports should show a 5-7% reduction in principal and superintendent suspensions to date for the 2014-15 school year.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with our Collaborative Teachers include:

- School leaders make informed and effective organizational decisions across all aspects of the school, including curricular resources, time for structured collaboration and additional instructional hours to support improvements in learning demonstrated in high quality and rigorous student work products. (2013-14 Peer Quality Review)
- 100% of teachers agreed or strongly agreed that teachers were provided time for collaboration. (2013-14 School environment Survey)
- 100% of teachers agreed or strongly agreed that teachers worked together to improve their practice. (2013-14 School environment Survey)

Based on a comprehensive assessment of our school’s academic program, our school’s needs for our Collaborative Teachers include:

- To increase overall student growth on the NY State Math and ELA exams, which was rated poor on the 2013-14 tests. (2013-14 School Quality Snapshot)
- To increase teacher goal-aligned and structured meeting and planning time during teacher team meetings (2014 Network Mock QR)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 School year, each Academy Team will use structured weekly meeting time to implement one or more inquiry cycles with a goal and action plan aligned with the school’s instructional focus, of improving school wide reading comprehension and critical writing outputs, that will result in 10% increase in students passing each unit post-test exam.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
17. Strategies to increase parent involvement and engagement

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

18. Activities that address the Capacity Framework element of Trust			
<p><b>Hiring and Scheduling:</b> As a hiring practice, two teachers of each core discipline are hired for each grade level. On each grade, these teachers split into two equal academies, with one math, science, ELA, and Social studies teacher. Together they teach two out of the four homeroom classes on the grade. This means <i>Academy Teams</i> of 4 teachers serves no more than 70 students for the year. Bronx Park currently has 6 academy teams spread across three grades. Teachers who share a discipline on the same grade (i.e. both 6<sup>th</sup> grade ELA teachers) share the same prep periods, lunch periods, common planning periods, and PD periods each day to maximize their time for collaboration each week. Additionally, one teacher is selected from each <i>Academy</i> to serve as the <i>Academy Leader</i> (AL). The ALs are responsible for setting the <i>Academies</i> agendas, facilitating <i>Academies Meetings</i>, liaising between the <i>Academy</i> and other departments, and follow up on <i>Academy Accountability</i> to school goals and initiatives. ALs facilitate the development of the instructional-focus-aligned goals and action plans that drive their inquiry cycles and track the team’s accountability data to show their progress toward meeting those goals. All teachers are scheduled for at least one <i>Academy Meeting</i> each week.</p>	All students are directly impacted by this structure. Students who present concerning academic or social and emotional behaviors become target groups for <i>Academies</i> .	Large rounds of hiring were done during the spring of the last three years while the school grew to capacity. Our academy meeting schedule is developed in May for the subsequent school year. Academies meet for the first time during PD in August and then meet on a weekly basis for the rest of the year.	The Principal and Assistant Principal collaborate in the development of the academy meeting schedule, selection of academy leaders, and facilitation of team PD. Once the <i>Academies</i> are up and running, the <i>Academy Leaders</i> become the overseers of their academies.
<p><b>Professional Development:</b> At BXP professional development for teacher teams focuses on team norms, protocols for looking at student work, data, and lesson materials, and protocols for supporting students who are struggling academically, socially, or emotionally in class. PD runs for two weeks over the summer in July and August. During summer PD, teachers work within their <i>Academies</i> to build team norms using the mentor text <i>The 5 Dysfunctions of Team</i>, by Patrick Lencioni, and our five core-values of PRIDE. During PD in the months of September, October, and November, staff professional developments teach the use of several protocols including the Tuning Protocol, Atlas Protocol, Collaborative Assessment Protocol, and Consultancy Protocol. These protocols are then practiced during <i>Academy Meetings</i>. <i>Academy Leaders</i> have been enrolled in the <i>Teacher Leadership Program</i> to improve their facilitative leadership. ALs also receive addition PD from the Assistant Principal concerning the development of the instructional-focus-aligned goals and action plans</p>	All students are impacted by this structure.	Academies meet for the first time during PD in August and then meet on a weekly basis for the rest of the year. ALs’ PD happens on a monthly basis with the assistant Principal, as does their participation in TLP.	The Principal and Assistant Principal collaborate in the development of PD. Once the <i>Academies</i> are up and running, the <i>Academy Leaders</i> become the overseers of their academies.
<p><b>Accountability:</b> To ensure appropriate team implementation of norms, protocols, goals, and action plans Academies must submit regular deliverable materials. On a weekly basis, Academies submit</p>	Academies select their target	Academies meet for the first time	<i>Academy Leaders</i> ensure the submission of

<p>their meeting minutes via a shared google-doc to administrators. This includes the meetings discussions and the outcomes from the protocols they facilitated. On a monthly basis teams submit their instructional-focus-aligned goal(s) and action plans and their progress toward meeting the goals. This is tracked in shared google-docs with administrators.</p>	<p>populations based on data review. This includes focuses on students in the lowest third, ELL students, and SWDs.</p>	<p>during PD in August and then meet on a weekly basis for the rest of the year. Deliverables are due weekly and monthly.</p>	<p><i>Academy</i> documents. These documents are then reviewed by the Assistant Principal to inform subsequent PD for ALs.</p>
<p><b>Parent Engagement:</b> Each academy has developed team norms around parent engagement, particularly engagement done during the parent engagement time allocated by the new contract. Teachers develop individual Parent Engagement Logs that are submitted at the end of each month. These logs track individual parent engagement as well as the parent engagement done as a whole academy.</p>	<p>All students (and families)</p>	<p>This structure was rolled out in November as part of student led conferences. The logs are submitted on the last school day of each month in all subsequent months.</p>	<p>All Teachers complete their own log and submit to Principal and AP for review.</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Protocols from the National School Reform Faculty</li> <li>• Google-Docs for tracking <i>Academy Meeting Minutes</i> and progress toward meeting instructional-focus-aligned goals.</li> <li>• Structures for deliverables including <i>Academy Meeting Minutes</i>, instructional-focus-aligned goals and action plans, and Parent Engagement Logs</li> <li>• 6 individuals trained to be Academies Leaders via in-house PD and ongoing participation in the TLP program</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p></p>									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p>
<p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

20. Specify a timeframe for mid-point progress monitoring activities.

In march, a review of post-test data from October, December, and February should reveal a 5-7% increase in students passing each unit post-test exam.

**Part 6b. Complete in February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

Based on a comprehensive assessment of our school’s academic program, our school’s strengths with Effective School Leadership include:

- 100% of teachers agreed or strongly agreed that School Leaders place a high priority on the quality of teaching. (2013-14 School environment Survey)
- The school establishes effective systems to coordinate formal and informal observations with feedback that provides low inference data with clear, actionable, time-bound next steps so that teachers are guided in their professional growth. (2013-14 Peer Quality Review)
- The principal and staff create systems to collect and strategically analyze data in order to reflect and make changes to policies leading to improved instruction and more coherent school-wide practices. (2013-14 Peer Quality Review)

Based on a comprehensive assessment of our school’s academic program, our school’s needs for Effective School Leadership include:

- To increase overall student growth on the NY State Math and ELA exams, which was rated poor on the 2013-14 tests. (2013-14 School Quality Snapshot)
- To amplify the use of the school’s inquiry model lesson format across classrooms to ensure all learners have access to cognitively engaging tasks and are able to produce high quality work products. (2013-14 Peer Quality Review)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school leaders will implement a system that will allow for frequent and targeted observations of teachers, based on their IPC goals, collected data, and student achievement results, which will result in a 40% increase of teachers that move their overall rating to Effective for Danielson strands 1e, 2d, and 3b.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change  26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

<p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>			
<p><b>Ongoing Professional Development Schedule:</b> All teachers will participate in a week-long summer PD focused on domains two and three. These PD's will be planned and implemented by the Principal and Assistant Principal. In addition to the 155 minutes of afterschool PD and professional activities time, all Bronx Park 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 core 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. All teachers will have 2-3 hours of child study professional development built into their weekly schedule. During this time, teachers select from a menu of options for evaluating, intervening, or building relationships with students in the cafeteria or yard.</p>	All students	Summer PD was implemented in July and August. 2-hour PDs are then implemented on a weekly PD in an ongoing basis for the remainder of the school year.	Principal, AP)
<p><b>Targeted Professional Development Calendar:</b> The PD calendar, including the topics of focus for pedagogy and curriculum, is developed in collaboration between the Principal, AP and Instructional Leadership Team. The ILT is developed in collaboration with the UFT and has representatives from all departments and grade-levels. Using data from ongoing observation and our needs assessment, the scope and sequence for teacher PD is developed and implemented. This PD includes direct instruction, small group planning, administrator modeling, peer observation, student work review, lesson plan study, professional text protocols, and self-reflection related to the core components of the Danielson Framework. Based on our needs assessment and the nature of our interdisciplinary curriculum, our major PD focuses this year including Designing Coherent Instruction (Danielson 1e), Managing Student Behavior (Danielson 2d), and Using Questioning and Discussion Techniques (Danielson 3b).</p>	All students, some PDs focus on subgroups including lowest third, ELLs, and SWDs.	September and October PD focuses primarily on Danielson Domains 2 and 3. All subsequent PD is discussed with the ILT during weekly meetings.	Principal, AP, ILT representatives
<p><b>Collaborative Teaching:</b> All teachers share classrooms and co-teach at least one class every day. The purpose of this collaboration is to decrease the student to teacher ratio and to increase support for students in their reading classes. Its second purpose is to push teachers to develop more common language around effective practice. In these collaborations teacher co-plan, co-teach, regularly observe each other during this teaching time.</p>	All students	Collaborative pairings are established over the summer and implemented in September.	All classroom teachers
<p><b>Observation and Feedback:</b> The Principal and Assistant Principal develop and implement a monthly cycle of observation in the form of an <i>observation calendar</i>, wherein all teachers are observed and receive feedback at least once per month. General observations are used to inform the work of the ILT in planning subsequent PD for staff. Specific observations are shared between the Principal and Assistant Principal to inform individualized goals for each teacher. Debrief meetings focus on reviewing student outcomes for observations and concrete next steps.</p>	All students	Coaching observations begin in September and official rounds of observation begin in October. The goal is to	Principal, AP, ILT representatives

		have all teachers satisfy their minimum Observation requirements in Advance by the beginning of May.	
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Numerous mentor texts are needed facilitate PD including, but not limited to: Lost at School, Flow, Get it Done, Classroom Instruction That Works, Improving Instruction One Teacher at a Time, Oh Yeah? Teaching with Love and Logic
- Advance templates and the Danielson Framework
- Principal and an Assistant Principal with schedules that respect time for observation and debriefing
- Early dismissal on Friday for students so ILT can meet and discuss PD needs

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

As a mid-year benchmark, by February, teacher observations should reveal a 20% increase of teachers that move their overall rating to Effective for Danielson strands 1e, 2d, and 3b.

**Part 6b.** Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Based on a comprehensive assessment of our school’s academic program, our school’s strengths for Strong Family and Community Ties include:

- 94% of families reported being satisfied with our school’s instructional core (2013-14 School Environment Survey)
- 96% of families stated that they agreed or strongly agreed with the statement “I would recommend this school to other parents.” (2013-14 School environment Survey)
- In 2013-14, 81% of families attended two or more student work showcases focused on common core aligned learning, feedback, and/or school-wide culture. (BXPk Attendance Tracker)

Based on a comprehensive assessment of our school’s academic program, our school’s needs for Strong Family and Community Ties include:

- Improving our engagement of families, as our percentage of parent responses to the NYC School environment survey was 45% for the 2013-14 school year as compared to the rate of 54% from across NYC (2013-14 School Environment Survey)
- To improve the % parents’ who responded as “very satisfied” to the question “How satisfied are you with the education your child has received this year?” which was only about 50% in 2013-14. (2013-14 School Environment Survey)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school will utilize quarterly Student Led Conferences, weekly *Kickboard* Progress reports and newsletters, and daily office calls through *SchoolMessenger*, to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that there will be a 20% increase from the baseline assessment to the final performance series assessments in May 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited,			

<p>SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
<p><b>Student Led Conferences:</b> Bronx Park will continue to improve its <i>Student Led Conference (SLC)</i> model for portfolio driven family conferences during the events traditionally called “Parent Teacher Conferences.” Prior to these conferences students will be required to build a portfolio of their work, write reflections on their strengths and weaknesses in each core discipline and complete some goal setting. Students will then lead their own conferences using their portfolios as evidence of their learning mastery. Students’ Advisers will engage parents with options for time slots for when they can come in for their <i>SLC</i>. To improve data sharing with students and families, BXPk will add a “data-folio” component to the <i>SLC</i> format that will include the students’ most recent report card, an up-to-date progress report from each core course, and the student proficiency levels from the most recent cycle of reading and mathematics <i>Performance Series</i> testing. Families will be able review their students’ “data-folio” after the students’ presentation to compare their child’s work with their achievement. Students with disabilities will also have IEP progress reports in their “data-folios” to help update families on their progress toward their annual goals. Parents receive checklists to help monitor the presentation, which are translated into multiple languages to support languages other than English. During <i>SLCs</i>, to maximize parent engagement, the school also runs workshops on independent reading, the school’s online Grade-book <i>BXPk.KickboardforTeachers.com</i>, and the Online math and reading programs offered to students so parents can better support their students’ learning at home. Family attendance at <i>SLCs</i> is tracked centrally in a Google-Doc shared with all staff.</p>	<p>All students, target group of SWDs</p>	<p>Conferences take place in November, February, and May</p>	<p>All Teachers, Admin</p>
<p><b>Regular Communication:</b> Bronx Park attempts to daily, weekly, and Monthly communicate with all of its families through regular communication. On a monthly basis the school-wide calendar of events is back-packed home and important school updates are mailed home through the post. On a weekly basis, the Deans at Bronx Park back-pack home an individualized conduct report and school newsletter for families to review and sign. On a daily basis parents can consistently expect electronic calls via <i>SchoolMessenger</i> and personalized calls concerning issues of attendance, lateness, and student well-being.</p>	<p>All students and families</p>	<p>This communication we take place in an ongoing fashion each month.</p>	<p>School secretary, Deans, Office Staff</p>
<p><b>Additional Principal Open House Time:</b> To increase parent access to the Principal, Bronx Park is advertising Principal Open Hours every Tuesday from 3:00-4:30. During this time the Principal will host Q&amp;A sessions with Coffee and refreshments. The focus will be on presenting the school’s approach to each element of students’ educational experience and addressing parents’ questions, concerns, and interests. Attendance will be tracked by an electronic sign-in sheet.</p>	<p>All students and families</p>	<p>Open House time began in November following Parent Conferences and will continue for the year.</p>	<p>Principal, Parent Coordinator</p>

<p><b>Teacher/Parent Engagement:</b> Teachers are increasing their outreach of families in an attempt to make a personalized call to each family every month. Individual teachers are developing Parent Engagement Logs to track their efforts to reach out to families on important issues. Academies are working together to make sure every family w/in their Academy hears from the school every month. These calls are tracked in shared G-docs. Parent engagement logs are submitted to admin for review at the end of each month.</p>	All students and families	Parent Engagement Logs began in November and will continue for the remainder of the year	All Teachers
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- New schedule reflecting Parent Engagement Time allocated by new UFT contract
- Professional development run by Network staff and Special Education coordinator focused on IEP progress reports for Special Education teachers.
- Google Doc for tracking SLC attendance
- Google Doc for Academies to track Monthly parent engagement to ensure contact with all families.
- More purchasing of stamps for increased postage.
- Purchasing of *SchoolMessenger* for electronic auto-calls
- Purchasing of School-wide *KickboardforTeachers* account for communications with families regarding curriculum, student achievement, and social-emotional data.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>	x	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

As a Mid-point benchmark, by February 10<sup>th</sup>, we will seek to have an overall increase of 10% in student performance from the baseline assessment to the mid-year performance series assessments in January 2015.

**Part 6b. Complete in February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Level 1 on prior state ELA test, or low baseline in P-Series, or low mastery in ELA on classroom assessments.	Socratic Reading using <i>Junior Great Books</i> Curriculum, Reading Support/Conferencing during Independent Reading, Saturday Academy Using Light Sail, Bronx House HW Help, Guided Questioning w/ classroom instruction	Co-taught class w/ second AIS instructor, Small group instruction, tutoring	During school, after lunch, after-school and on Saturday
<b>Mathematics</b>	Level 1 on prior state math test, or low baseline in P-Series, or low mastery in Math on classroom assessments.	Targeted Math AIS class, Saturday Academy Using IXL.com, Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school opposite of enrichment classes, after-school and on Saturday
<b>Science</b>	Low mastery in Science on classroom assessments.	Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school, after-school and on Saturday
<b>Social Studies</b>	Low mastery in Social Studies on classroom assessments.	Bronx House HW Help, Guided Questioning w/ classroom instruction	Small group and tutoring	During school, after-school and on Saturday
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Services, Counselling request from Student, Parent or Teacher, or Recommended as a tier of RTI through an SIT review.	Individual and Group Counseling, Student Mentor Program	Small group and 1:1 sessions, peer 1:1 mentoring	During school, after-school and on Saturday

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. 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 BXPB 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 focused on deepening their understanding of differentiation of literacy instruction, embedding the Common Core State Standards into our curriculum, understanding text complexity, developing performance tasks and discussion question with 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 CCSS and raising student achievement.
- Teachers will meet in their Academy Teams and Departments to review student and school data, review student work, implement new best practices and strategies, and engage in inquiry cycles.
- 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 [bxpk.kickboardforteachers.com](http://bxpk.kickboardforteachers.com) system or personal meetings.
- Teachers with a track record of strong student outcomes will take on an additional class of students to support their learning in all subjects, while reducing class size overall.
- Teachers with abilities for developing student social and emotion skills will be partially assigned to our Reflection Center to work with students in crisis.

#### 2b. 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.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

#### **4a. 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.).

Bronx Park MS is a Middle School.

#### **4b. 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.

Three different teams take a role in helping to make decisions regarding assessment and improving instruction

- 1) The Student Promotion Committee, comprised of multiple teachers and administrators selected by the Principal, considers multiple indicators of progress toward mastery of CCSS. These individuals consider a wide range of possible indicators and then refine the list into 4 concrete measures to be used for promotional decisions in May and June.
- 2) The Measures of Student Learning Committee, comprised of teachers selected in collaboration between the Principal and the UFT chapter leader, review prior student achievement and progress on MOSL exams, options for subsequent MOSL exams, and consider school wide goals based on prior year student achievement data. They then make recommendations for MOSL selections that will best support students and teachers in meeting school wide goals for student achievement.
- 3) The Instructional Leadership Team, comprised of teachers selected in collaboration between the Principal and the UFT chapter leader, will review school wide data and goals for student achievement. They then make recommendations for teacher professional development related to pedagogy and curriculum and programs and initiative selection that will support student achievement.

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide

plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$321.367	X	8-13; 20-23
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	8-10; 21-23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,713,899	X	8-23

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Park Middle School (11X556)** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

**Bronx Park Middle School (11X556)** will support parents and families of Title I students by:

- *providing materials and training to help parents work with their children to improve their achievement level in literacy and math. This will include providing access to outside resources and tools such as iXL.com, Rosetta Stone, and more.*
- 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 *through monthly PTA meetings and SLT meetings.*
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress *through conferences, parent engagement time, and KickboardForTeachers online gradebook.*
- 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 to improve outreach school culture and instructional needs for the members of the school community.

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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. The Bronx Park Parent Coordinator is Madge Anderson;
- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events, such as the Welcome Dinner, the Project Share and PRIDE days;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing regular syllabi and PRIDE point Reports for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards using Universal Backward Design process;
- 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 three times a year (Student Led Conferences) 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 participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, Student Led Conferences, Welcome Dinner, PRIDE Trip Days, Thanksgiving Dinner, Coffee with the Principal and more;

*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.

## **Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

### **Part A: School Information**

Name of School: Bronx Park Middle School

DBN: 11X556

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

### **Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy

Total # of ELLs to be served: 36

Grades to be served by this program (check all that apply):

K     1     2     3     4     5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Upon close data analysis of our ELL student data that indicates that most of our diverse ELL students read from 1 to 6 years below grade level, and their speaking skills require opportunities for practicing academic language. The Title III program would address the individual needs of students at all levels of proficiency based on the most recent scores on the NYSESLAT. The program will focus on literacy acquisition through the visual arts. Our Beginner, Intermediate and Advanced students will learn art history, and they will create artworks that were inspired by the new knowledge about different art movements and art techniques.

After school program: The Thursday after-school sessions of Title III Art Institute will include ESL students of all proficiency levels in English from grades 6, 7 and 8. This program will inspire students to perceive, create, and appreciate the visual arts. The Title III Art Institute curriculum will interweave art appreciation, history, criticism and production. Each session will focus on art explorations that encourage critical and creative thinking while building an awareness of art in everyday life. The rich visual environment will support students' creativity and innovation to create, read, write, listen, talk and learn about art. The architecture of each lesson will include presentation of art from around the world and examinations which will integrate other disciplines. The lessons will provide the means for promoting a mastery of basic art concepts and encouraging creative expression.

Materials: Students will read informational texts about different artists and study their works of art by analyzing the artists craft. Each lesson will introduce a content and a language objective that will allow the students to bring forth their prior knowledge about the art topics of discussion. Students will learn about the lives and careers of different artist and the art movements and trends that they represented throughout modern history. Each session will consist of reading, viewing art works, discussing the iconography--techniques--design--format of the art works, writing reflections/responses and creating their own art works. Students will participate in group critiques where they will use the newly acquired art academic language, and they will understand the criteria for puposeful expression of their intended ideas. Under the supervision and facilitation of the ESL teachers, students will use Reading A to Z, Writing and Vocabulary A to Z --on line student and teacher literacy resources and leveled electronic library. Students will read books about artists' lives and careers/art supplies/Adventures in Art or similar publishing series.

Mr. Grabski and Ms. Nelson, two ESL teachers at Bronx Park Middle School, will provide 40 hours of instruction (each) on Thursdays (2-hour sessions). The Thursday Title III program will run from January till May 2015.

### Part C: Professional Development

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

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

Begin description here: The Title III Professional Development will be aligned to the curricular objectives of the ELL Family Art Institute and supporting the two ESL teachers in building the capacity in improving instructional practices. Mr. Grabski and Ms. Nelson, two ESL teachers at Bronx Park Middle School, will receive professional development through collaborations, planning, and child study that will be facilitated in 13 one-hour sessions on Thursdays after the lessons with the students. The topics of the PDs will focus on monitoring individual student progress by analyzing student work and using case study as a model for research. Tuning protocol for looking at students' work and one-on-one conferences will be used to set benchmark goals for individual students.

The professional development will allow the two ESL teachers to refine and adapt the Title III ELL Family Art Institute Scope and Sequence. The specific topics under study will include perception, creative expression, culture and heritage, informed judgment and integrating interdisciplinary curriculum. The component of perception will explore the elements and principles of design. Under the creative expression, we will adapt a range of themes/topics that will be matched with forms/media and techniques. Under the culture and heritage components, we will select artists from different cultures, different time periods, and art styles/movements/trends. Lastly, the professional development planning sessions will allow for designing content and language assessments for the students to monitor their growth and progress.

Application of researched methodologies such as the SIOP model, the QTELL, CALLA and others will ensure that the needs of all second language learners both the children and adults are met. The 13 one-hour PD sessions will be scheduled between January and May of 2015.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Saturday Program: To support parental engagement of our ELL families, we will offer an ELL Family Art Institute that will run on two Saturdays to accommodate our parents busy schedules. There will be 2 six-hour art workshops with visits to the local art museums. The parents and their children will learn

**Part D: Parental Engagement Activities**

together the language of art and the academic and artistic skills to express their opinions, make connections when discussing, reading, writing and creating art.

The ELL Family Art Institute will inspire both students and their families to perceive, create, and appreciate the visual arts. The curriculum will interweave art appreciation, history, criticism and production. Through art explorations that encourage critical and creative thinking, the participants will build awareness of art in everyday life. A rich visual environment will inspire the families to create, read, write, listen, talk and learn about art. The mini lessons will feature art from around the world and will integrate other disciplines. Through the Institute the families will learn about fundamental art concepts and they will gain confidence and enjoyment for creative expression. The museum visits will connect to the topics studied in our classroom.

The ELL families will be notified via flyers that will be bagpacked and returned to school with their signed confirmations. Also, follow up phone messages will ensure that the ELL parents were properly notified.

The instruction/facilitation will be provided by Mr. Grabski and Ms. Nelson, the ESL teachers at Bronx Park Middle School.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	<u>\$6,720</u>	<u>instruction/teacher per session for Thursday (2-hour sessions) and 4 Saturday (3-hour sessions)</u>
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$1,100</u>	<u>instruction/teacher per session for Parental Involvement the ELL Family Art Institute on 4 Saturdays (3-hour sessions)</u>
Purchased services	<u>\$1,100</u>	<u>professional development/teacher per session for 13-one-hour sessions</u>
<ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials	<u>\$1,500</u>	<u>student books about artists' lives and careers/art supplies/Adventures in Art or similar publishing series</u>
<ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software	<u>\$540</u>	<u>Reading A to Z, Writing and Vocabulary A to Z --on line student</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		<u>and teacher literacy resources and leveled electronic library</u>
Travel	_____	_____
Other	<u>\$240</u>	<u>Art museum admission for students and their families</u>
<b>TOTAL</b>	<b><u>11,200</u></b>	_____

**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 [i](#).

## Part I: School ELL Profile

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

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 [i](#) 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in							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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25	6	1	11	0	2	11	0	7	47

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	25	6	1	11	0	2	11	0	7	47
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	
	ELL	EP	ELL	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	
<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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>

## 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
Intermediate(I)							6	5						11
Advanced (A)							8	11						19
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>47</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>							10	5					

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 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.

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

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 Inermidates. 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 adressed 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 BXPMS 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. [i](#)

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 BXPMS 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:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

### Courses Taught in Languages Other than English

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

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


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

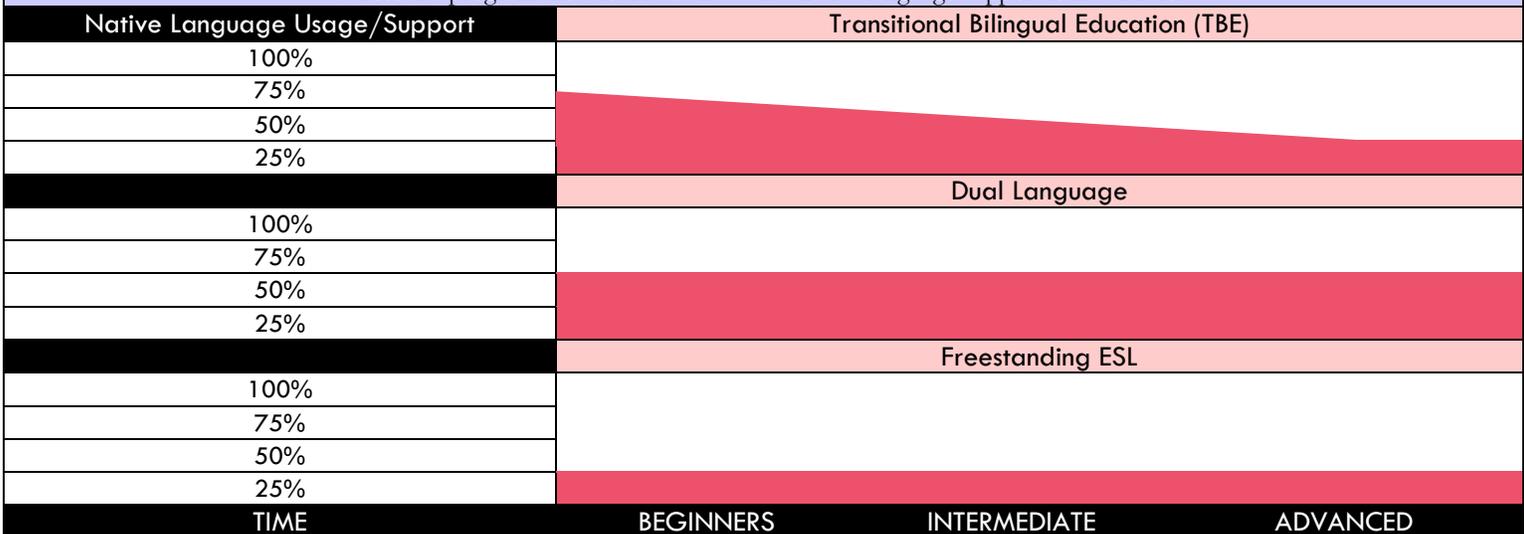
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



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 OELs -- 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 OELs.

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 Alcoff	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.