



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	11X326
School Name:	BRONX GREEN MIDDLE SCHOOL
Principal:	CHARLES JOHNSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Green Middle School School Number (DBN): 11X326
Grades Served: 6 – 8
School Address: 2441 Wallace Avenue
Phone Number: (718) 325 – 6593 Fax: (718) 653 – 3625
School Contact Person: Charles Johnson Email Address: Cjohnso20@schools.nyc.gov
Principal: Charles Johnson
UFT Chapter Leader: RoseMarie Cifelli
Parents’ Association President: Sylvia Grandison
SLT Chairperson: Mercedes Vazquez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 11 Superintendent: Meisha Ross Porter
1250 Arnow Avenue
Suite 120B
Superintendent’s Office Address: Bronx, NY 10469
Superintendent’s Email Address: mross@schools.nyc.gov
Phone Number: (718) 519 - 2620 Fax: (718) 519 - 2626

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director’s Office Address: 1 Fordham Plaza Bronx, New York 10458
Director’s Email Address: Jruiz2@schools.nyc.gov
Phone Number: (718) 828 - 7776 Fax: (718) 828 - 6280

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Charles Johnson	*Principal or Designee	
RoseMarie Cifelli-Leviness	*UFT Chapter Leader or Designee	
Sylvia Grandison	*PA/PTA President or Designated Co-President	
Vasiliki Savelidis	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mercedes Vazquez	Member/BGMS Literacy Coach	
Russell Ryer	Member/Senior Advisor	
	Suzette Crooks/Parent	
	Yvette Morris /Parent	
	Karen Tavares/Parent	
	Benita Colon/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP Overview

Develop a narrative summary that includes:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Bronx Green Middle School is a small middle school of approximately four hundred fifteen students that is located in the north eastern section of the Bronx. The school population is comprised of 23% Black, 59% Hispanic, 8% White, and 9% Asian students. In addition, 20% of our students are English Language Learners (ELLs) and 24% are Students with Disabilities (SwDs). Bronx Green is currently in its tenth year, with 12% of founding teachers still working at the school. The school's mission is *To empower students academically, socially, and emotionally to consistently make wise choices*. In order to support the school's mission, Bronx Green stakeholders strive to work collaboratively and build capacity in order to increase student outcomes.

The elements of the Framework for Great Schools in which Bronx Green has made the most progress over the past year are Rigorous Instruction and Collaborative Teachers. According to our 2014 – 2015 Quality Review Report, Bronx Green is rated as Well-Developed for Indicator 1.1 - Curriculum. In order to continue supporting growth in this indicator, Bronx Green:

1. Schedules 10 periods of ELA instruction for all students. Units of study are revised to include Code X as the mentor text in the workshop model. Exposure to complex text, rigorous questioning, and discussion techniques support higher order thinking skills.
2. Supports differentiated instruction to improve reading gains. Bronx Green teachers implement independent reading across the content areas. Independent reading expectations include a purpose for reading, small group instruction, and building of reading stamina. Small group instruction across the content areas is the vehicle by which teachers deliver targeted instruction and scaffold for all learners.
3. Strives to build literacy across the content areas. All content area teachers receive professional development on close reading strategies and creating text dependent questions with complex texts in order to sport higher order thinking skills.
4. Supports literacy instruction across all content areas. To this end, the math department fully implements CMP3. Through this curriculum students are exposed to informative text, rigorous questions, and tasks to increase rigor in the classroom.
5. Teachers engage in lesson studies and protocols to analyze student and adult work to refine learning activities and instructional practices during content team meetings. Specifically, teachers share best practices to support diverse learners in meeting the CCLS.

Additionally written feedback from our 2014 – 2015 Principal Performance Observation (PPO) highlights, "Structured professional collaborations on teams using an inquiry approach" as an area of celebration. In order to continue supporting the work of teacher teams, Bronx Green has created a unique scheduling system in which teachers are able to common plan two to three times a week in order to share best practices that support the school's instructional focus, "If the instructional staff at Bronx Green Middle School strengthens its capacity to plan rigorous learning activities, use data to intentionally organize instructional groups, and structure lessons and units, then students' reading comprehension will improve across the disciplines." During the 2015 – 2016 school year Bronx Green teachers will participate in a minimum of three school-wide Professional Learning Communities (PLCs):

1. Inquiry Teams – Inquiry teams meet weekly to analyze student data, enact interventions, and refocus instruction accordingly. Facilitators use protocols to facilitate meetings with staff and work collaboratively to support the school's instructional focus. Inquiry teams are formed based on targeted subgroups in need of improvement according to the 2015 NYS Common Core ELA and Math exams. Students are assessed to determine a sub-skill in reading comprehension and receive explicit instruction to address their needs. Each team develops an instructional plan that includes analysis of student work, assessment implementation, and instructional strategies.

2. Grade Teams – Meet twice a month to discuss students and grade-wide concerns. Teachers create academic and behavioral intervention plans to support at-risk students' progress towards mastery of the CCLS and the Instructional Shifts. Team members establish parent outreach to support students' understanding and learning, plan enrichment activities, incentive programs, and grade wide trips in order to engage students in learning.
3. Content Teams – Meet weekly to analyze student work and plan multiple points of entry to support CCLS-aligned curriculum and Instructional Shifts. Additionally, teams analyze assessment data (i.e. pre- and post unit assessments, state exams, and MoSL) to drive and modify instruction. During meetings, the facilitator offers professional development to support the CCLS and Instructional Shifts and norms the team's understanding and instructional practices. Teachers collaborate to refine units and lesson plans to ensure students are making marked progress toward mastery of CCLS and the Instructional Shifts.

During 2015 – 2016, a key area of focus for Bronx Green will be to build Strong Family-Community Ties. According to Bronx Green's 2014 – 2015 PPO, QR Indicator 3.4: High Expectations, "The school is continuing to strengthen their parents' partnership with the school with regard to the academic experiences of their students," is an area of focus. In 2015 – 2016, Bronx Green will have a revamped website with a monthly parent teacher blog, monthly Common Core workshops for families, and quarterly report logs from students on inquiry teams in order to keep families up to date on their children's progress. Lastly, the Parent Coordinator will perform monthly outreach for SwDs in self-contained classes in order to increase attendance and student outcomes.

11X326 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	413	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	20	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.3%	% Attendance Rate			90.8%
% Free Lunch	88.9%	% Reduced Lunch			4.7%
% Limited English Proficient	20.3%	% Students with Disabilities			23.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			22.5%
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander			8.7%
% White	8.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.97	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			29.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			9.58
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.0%	Mathematics Performance at levels 3 & 4			13.2%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			34.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>According to Bronx Green’s 2014 – 2015 Quality Review, Indicator 1.2 Pedagogy is an area focus.</p> <p>Curriculum/DTSDE Tenet 3.2 Strengths</p> <ul style="list-style-type: none"> School-wide belief that questioning is important to students’ learning Planning allows opportunities for turn-and-talk, restating questions, citing evidence, and group work <p>Curriculum/DTSDE Tenet 3.2 Needs</p> <ul style="list-style-type: none"> Encouraging students to create their own higher order thinking questions Increased opportunities for academic peer discourse Increased time for application of skills 		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Bronx Green's English Language Arts (ELA) department will collaboratively evaluate and revise CCLS-aligned units of study to increase rigor in instruction, as measured by a 3% increase on the 2016 NYS Common Core ELA Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Bronx Green will create a schedule that allows for weekly ELA content meetings, by grade and department, where teachers will collaborate to analyze student work, unit plans, and lesson plans in order to share best practices in regard to scaffolding for rigor.</p>	<p>ELA Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Administration</p>
<p>During ELA content team meetings, teachers will engage in structured lesson studies (observation and feedback) with a focus on</p>	<p>ELA Teachers</p>	<p>Sept. 2015 – June 2016</p>	<p>Administration Literacy Coach</p>

3b: Questioning and Discussion Techniques, specifically Element: Quality of Questions.			
During ELA content team meetings, teachers will be provided professional development on identifying and writing text dependent questions. Additionally, teachers will collaborate to create text dependent questions aligned to the CCLS.	ELA Teachers	Sept. 2015 – June 2016	Administration Literacy Coach
During ELA content team meetings, teachers will be provided professional development on how to teach students to use textual evidence to support a claim or inform.	ELA Teachers	Sept. 2015 – June 2016	Administration Literacy Coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> School schedule that includes a minimum of one ELA department meeting and one grade-specific ELA meeting per week. Lesson Study Protocol Professional development around Component 3b: Using Questioning and Discussion Techniques facilitated by the Literacy Coach Professional development around the creation of text-dependent questions facilitated by the Literacy Coach Professional development around using textual evidence to support claims facilitated by the Literacy Coach Robert Marzano's Nine High Yield Instructional Strategies Per-session for outreach, inter-visitation, and support efforts with schools making progress in ELA in the district Full-time Literacy Coach 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In 2015 – 2016, the ELA department will administer three rounds of iReady Adaptive Diagnostic. All data will be reviewed during department meetings and used to form instructional groups and plan for differentiation. After the

second round (February 2016), the Instructional Cabinet will analyze results to determine student growth towards 3% increase in student progress school wide. Interventions will be planned and enacted accordingly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>According to Bronx Green’s 2014 -2015 Annual Attendance Report (via ATS), SwDs in self-contained classes consistently had the lowest attendance rate. Overall, their attendance from September ’14 through April ’15 was 88.72%, which was below Bronx Green’s 92.96% average.</p> <p>Supportive Environment/DTSDE Tenet 5.5 Strengths</p> <p>Structures to support the use of data to respond to student social and emotional developmental health needs:</p> <ul style="list-style-type: none"> Attendance teacher assigned to the school that coordinates multi-agency interventions Attendance teacher meets with all stakeholders to turn key latest data and plan next steps Monthly attendance meeting with the School Implementation Team (SIT), including the assistant principal Weekly standalone SIT meetings Consistent Parent Coordinator outreach to target population <p>Supportive Environment/DTSDE Tenet 5.5 Needs</p>		

- Identify barriers for attendance in this population
- Identify external agencies for support
- Responsive classroom environment
- Track progress towards goal by class and plan interventions accordingly

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase in attendance for SwDs in self-contained classes, as measured by Bronx Green's Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Bronx Green’s SIT will hold monthly attendance team meetings to analyze attendance patterns and plan interventions for SwDs in self-contained classes. Interventions will be iLogged in ATS by the SIT Team.</p>	<p>Students in Self-Contained Classes</p>	<p>Sept. 2015 - June 2016</p>	<p>Assistant Principal SIT Team</p>
<p>Bronx Green’s SIT Team will assign mentors to chronically absent (80% - 89%) and severely chronically absent (less than 80%) SwDs in self-contained classes. Mentors will outreach to students and</p>	<p>Students in Self-Contained Classes</p>	<p>Sept. 2015 - June 2016</p>	<p>Assistant Principal SIT Team</p>

families and develop intervention plans to increase attendance. Interventions will be iLogged in ATS by the SIT Team.			
Bronx Green’s SIT Team will plan monthly incentives for SwDs in self-contained classes with 95% or better attendance rates. Interventions will be iLogged in ATS by the SIT Team.	Students in Self-Contained Classes	Sept. 2015 - June 2016	Assistant Principal SIT Team
The Parent Coordinator will outreach to families of SwDs in self-contained classes monthly to provide updates on attendance rates. Interventions will be iLogged in ATS by the SIT Team.	Students in Self-Contained Classes	Sept. 2015 - June 2016	Assistant Principal Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • iLog • Monthly attendance meeting with SIT Team • Mentors for chronically and severely chronically absent SwDs in self-contained classes • Monthly stipend for incentives for SwDs in self-contained classes with 95% attendance or better • Monthly outreach by Parent Coordinator 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In 2015 – 2016, the Parent Coordinator will outreach monthly to all families of SwDs in self-contained classes. After January 2016, the SIT team will analyze attendance data to determine student growth towards 3% increase in attendance rates and plan next steps accordingly.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Preliminary results from the 2014 – 2015 NYS ELA and Math exam cut scores released by NYSED indicate that Bronx Green’s 7th Grade is in most need of academic support. 26% of 7th graders did not meet promotional criteria in Math and 18% did not meet promotional criteria in ELA.</p> <p>In 2015 – 2016, Bronx Green will focus on DTSDE Tenet 4.3 and provide teachers with targeted professional development around Universal Design for Learning in order to support teachers’ planning for all students and implementation of a Common Core-aligned curriculum.</p> <p>Additionally, one inquiry team will specifically focus on general education 7th grade students ranked in the lowest third. The work of the inquiry team will focus on assessing the target population to determine a sub-skill in ELA, implementing an instructional strategy, administering an interim assessment to determine if a change is needed, and final assessment to measure overall growth.</p> <p>In addition to 7th grade at-risk students Bronx Green will design two other inquiry teams to support Long Term English Language Learners (LTEs) and SwDs.</p> <p>Collaborative Teachers/DTSDE Tenet 4.3 Strengths</p> <ul style="list-style-type: none"> Schedule that supports weekly content, grade, and inquiry team meetings Targeted professional development for team leaders 		

- Data tracking to monitor students' progress

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Bronx Green inquiry teams will collaboratively use protocols to create and revise lessons with multiple points of access for 7th grade general education students classified as being in the lowest third, Long Term English Language Learners (LTEs), and SwDs, in order to reach Lexile levels of proficiency, as measured by iReady Adaptive Diagnostics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Bronx Green will establish three inquiry teams to focus on ELA instruction for general education 7th grade students classified as being in the lowest third, LTEs, and SwDs The teams will analyze 2015 ELA Common Core Exam data to determine a sub-skill in reading, pre-assess to determine instructional strategies, implement an instructional plan, and post assess to track progress.</p>	<p>7th Grade students classified in the lowest third, LTEs, and SwDs</p>	<p>Aug. 2015 - June 2016</p>	<p>Administration Literacy Coach Inquiry Team Leaders</p>
<p>Bronx Green’s Instructional Cabinet will provide professional development to inquiry team leaders</p>	<p>Inquiry Team Leaders and Teachers</p>	<p>Aug. 2015 -</p>	<p>Administration Instructional Cabinet</p>

around Universal Design for Learning (UDL). Team leaders will turnkey professional development to team members. Teachers will use protocols to develop lessons that provide scaffolds and multiple points of access for all learners in the target population.		June 2016	Inquiry Team Leaders
Inquiry teams will be provided targeted professional development around Component 1e: Designing Coherent Instruction, specifically, Element: Instructional Groups. Teachers will develop and revise lessons considering the different learning needs of students in the target population and create a small group meeting schedule in order to implement instructional strategies.	7 th Grade students classified in the lowest third, LTEs, and SwDs	Sept. 2015 - June 2016	Administration Literacy Coach Inquiry Team Leaders
Inquiry Teams will use the Collaborative Learning Through Peer Inter-visitiation: A Toolkit for Educators to participate in at least three rounds of inter-visitations with a focus on the target population. Teachers will provide targeted feedback on learning conditions, instructional strategies implemented to support teaching of the sub-skill, and student progress.	7 th Grade students classified in the lowest third, LTEs, and SwDs	Sept. 2015 - June 2016	Administration Inquiry Team Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Weekly inquiry team meetings • Inquiry team with a target population of 7th grade general education students classified in the lowest third

- Per-session for weekly Inquiry Team Leaders meeting
- Professional development around UDL for inquiry team leaders facilitated by Bronx Green’s Instructional Cabinet
- Use of protocols to analyze student work and plan next steps
- Professional development around Component 1e: Designing Coherent Instruction, specifically Element Instructional Groups
- Small group meeting schedule
- Collaborative Learning Through Peer Inter-visitation: A Toolkit for Educator’s
- Bronx Green schedule for inter-visitations
- Quarterly progress reports for students in target population developed by inquiry team members

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In 2015 – 2016, inquiry teams will administer three rounds iReady Adaptive Diagnostics in order to determine a sub-skill in reading for the target population and monitor progress. All data will be reviewed during inquiry team meetings and used to determine an instructional strategy to address the sub-skill. After the second round (February 2016), the Instructional Cabinet will analyze results to determine student growth towards proficiency in reading lexile levels for 7th grade general education students classified in the lowest third, LTEs, and SwDs. The team will evaluate instructional strategies and plan interventions accordingly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Effective School Leadership/DTSDE Tenet 2.5</p> <p>According to Bronx Green's 2014 – 2015 Quality Review, Indicator 1.2 Pedagogy is an area focus. In order to support this indicator Bronx Green will use the Charlotte Danielson Framework for Teaching to support teachers in planning learning activities that ensure increased opportunities for students to engage in discussion and the creation of higher order thinking questions (Component 1e: Designing Coherent Instruction).</p>		

Part 2 – Annual Goal

<p>Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, Bronx Green leaders will create and implement a professional development plan that builds teachers' capacity to plan higher-level thinking learning activities and use data to intentionally organize instructional groups to advance student learning, as measured by a 10% increase in teachers improving one performance level reflected in Component 1e: Designing Coherent Instruction as indicated in Advance .</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Bronx Green will use the Charlotte Danielson Framework for Teaching and We Teach NYC learning opportunities to provide monthly differentiated professional development on Component 1e: Designing Coherent Instruction.</p>	<p>All Pedagogical Staff</p>	<p>Sept. 2015 - June 2016</p>	<p>Administration Instructional Cabinet</p>
<p>In June of 2015, team leaders will attend the Association for Supervision and Curriculum Development (ASCD) conference in Nashville, Tennessee. Specifically, all</p>	<p>Team Leaders All Pedagogical Staff</p>	<p>June 2015 - June 2016</p>	<p>Administration</p>

team leaders will attend the Understanding by Design Framework and GANAG for Unit Lesson Planning workshop presented by Jane E. Pollock and Jay McTighe. Team leaders will turnkey professional development to all pedagogical staff in September 2015 and assist in monthly professional development planning and sessions.			
In September 2015, all teachers will create a S.M.A.R.T. goal around one element of Component 1e: Designing Coherent Instruction. S.M.A.R.T. goals will be finalized during Initial Planning Conferences and monitored during observations.	Teachers	Sept. 2015 - June 2016	Administration
During weekly content team meetings, teachers will be provided with professional development on using UDL principles to plan scaffolds for rigorous learning activities. (Element: Learning Activities of Component 1e: Designing Coherent Instruction).	All Pedagogical Staff	Sept. 2015 - June 2016	Administration Instructional Cabinet

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Professional development around Component 1e: Designing Coherent Instruction, specifically Elements: Learning Activities and Instructional Groups, facilitated by Bronx Green’s Instructional Cabinet. • ASCD conference in June 2015 for 1 administrator and 7 teachers • Per-session for Professional Development Team to plan professional development sessions • S.M.A.R.T. Goals • Advance for observation cycles • Collaborative Learning Through Peer Inter-visitation: A Toolkit for Educators

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In 2015 – 2016, teachers will be rated for Component 1e: Designing Coherent Instruction during every formal and informal observation and engage in monthly professional development. In January 2016, Bronx Green’s Instructional Cabinet will analyze the Advance Teacher Level MOTP Detail report in order to track progress towards 10% increase in teachers’ ratings. Targeted professional development will be planned accordingly.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Feedback from Bronx Green’s 2014 – 2015 Principal Performance Observation indicates that Quality Review Indicator 3.4 High Expectations is an area in need of strengthening.</p> <p>Strong Family and Community Ties/DTSDE Tenet 6.2 Strengths</p> <ul style="list-style-type: none"> Demonstrated partnerships with families Provide families and students with social experiences outside the school <p>Strong Family and Community Ties/DTSDE Tenet 6.2 Needs</p> <ul style="list-style-type: none"> Increase family interaction with the school Providing families with tools and strategies (i.e. workshops to support students’ academic experiences) 		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Bronx Green will develop a more collaborative partnership with families to increase familiarity with strategies and supports for students' mastery of the , as measured by a 5% increase in families who attend Parent Association functions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Bronx Green will create a Parent Page on the school's website with a monthly Parent Coordinator Blog. The blog will serve to keep families informed about curriculum, testing information, CCLS workshops, and Parent Association functions.</p>	<p>Bronx Green Families</p>	<p>Aug. 2015 - June 2016</p>	<p>Administration Parent Coordinator</p>

Translation and Interpretation services will be utilized to communicate with families and engage our diverse population.	Bronx Green Families	Sept. 2015 - June 2016	Administration Parent Coordinator
Translation and Interpretation services will be available for families during Meet the Staff Night, Student-Led Conferences, Parent Association functions, and CCLS workshops.	Bronx Green Families	Sept. 2015 - June 2016	Administration Parent Coordinator
To accommodate family schedules, CCLS workshops will be available during morning and evening sessions to ensure maximum participation.	Bronx Green Families	Sept. 2015 - June 2016	Administration Instructional Cabinet

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Bronx Green website • NYCDoE Translation and Interpretation Services • Professional development around Student Led Conferences • Per-session for planning and facilitation of CCLS-aligned family workshops 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
During the 2015 – 2016 school year the Parent Coordinator will keep online (Google Drive) record of family attendance at Parent Association functions. The School Leadership Team (SLT) will keep track of attendance rates during monthly meetings in order to analyze attendance trends and plan functions that meet the needs of families.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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.)
English Language Arts (ELA)	2015 NYS Common Core ELA results 2015 Spring and Fall MoSL data	<ul style="list-style-type: none"> ● ELA Boot Camp for 6th graders ● Test preparation and targeted intervention services based on data trends ● Specialized High School Prep ● Saturday ELA Academy ● ELL Enrichment Program ● School Newspaper ● Principal’s Book Club ● Capstone Library After-School Book Club 	Small group instruction, one-to-one, and tutoring.	As needed during and after regular instructional hours.
Mathematics	2015 NYS Common Core Math results Fall 2015 Ed Performance Series data	<ul style="list-style-type: none"> ● Math Boot Camp for 6th graders ● Test preparation and targeted intervention services based on data trends. ● Specialized High School Prep ● Morning Math Program 	Small group instruction, one-to-one, and tutoring.	As needed during, before, and after regular instructional hours.

		<ul style="list-style-type: none"> • Saturday Math Academy • Math/Fitness Club • IXL • Performance Series 		
Science	<p>2015 NYS Common Core Math results</p> <p>2015 Spring and Fall Science MoSL data</p>	<ul style="list-style-type: none"> • Targeted intervention services based on data trends • After-School Living Environment Club Performance Series 	Small group instruction, one-to-one, and tutoring.	As needed during and after regular instructional hours.
Social Studies	<p>2015 NYS Common Core ELA results</p> <p>2015 Spring and Fall Social Studies MoSL data</p>	<ul style="list-style-type: none"> • Targeted intervention services based on data trends 	Small group instruction, one-to-one, and tutoring.	As needed during and after regular instructional hours.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>2015 NYS Common Core exam results</p> <p>2015 Spring and Fall MoSL data</p>	<ul style="list-style-type: none"> • Counseling • Inquiry Team “At-Risk” Target Population for ELA • Chorus • Boxing Club • Girl’s Club/Cheerleading • Basketball Team • Soccer Club • Dancing Classrooms • Open Gym 	Small group instruction/counseling and one-to-one counseling.	<p>As dictated by students’ Individualized Education Plan during regular instructional hours.</p> <p>As needed during, before, and after regular instructional hours.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<p>The strategies and activities that Bronx Green uses to recruit, retain, and assign Highly Qualified Staff include the following</p> <p>Recruit:</p> <ul style="list-style-type: none"> • Regular presence at hiring fairs for vacant positions. • Alternate recruitment methods including networking at DOE sponsored events • School-Wide Hiring Committee • Interview questions that reflect an understanding of teacher best practices <p>Retaining:</p> <ul style="list-style-type: none"> • Year long feedback of teacher practice including goal setting • Assign coaches in instructional fields to support teaching practice • On and off site year-long professional development opportunities • Mentoring to support new teachers • Literacy Coach, New Teacher Mentor, Grade Team Leaders, Inquiry Team Leaders • Inter-visitations • Looping • Professional development in teacher teams

- Tenure preparation sessions
- External professional development opportunities
- Accelerated courses and programs
- Support in teacher to administration certification

Assign

- Ensuring teachers are assigned to their license area.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

- Differentiated professional development plans for teachers based on yearly goal setting
- In-house professional development
- CCLS coaching support across content areas
- Use of online resources including We Teach NYC modules and videos
- Professional development to support the implementation of Common Core curriculum including Pearson’s Connected Mathematics Project 3 and Scholastic Code X
- Professional development around Robert Marzano's Nine High Yield Instructional Strategies
- National Conferences and Conventions
- Common planning time
- Modifications for SpEd and ELLs and use of paraprofessionals to support students
- Ongoing support for paraprofessionals that provides feedback on their practice.
- School-Wide Goal – 1e: Designing Coherent Instruction
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions
- Analyze student work using protocols
- Using protocols to continuously revise curriculum for alignment to CCLS and student achievement

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/information, early intervention services, etc.).

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.

Decisions around the assessment process at Bronx Green Middle School, including professional development, is as follows:

- The instructional cabinet supports school wide assessment practices in all content areas. The cabinet oversees all curriculum as well as all school assessments both summative and formative.
- The school has an assessment committee as required by the State, otherwise known as the MoSL (Measure of Student Learning) Committee comprised of at least one teacher in each content area and grade level as well as at least one teacher of SwDs who is responsible for overseeing local and state assessment decisions.
- Component 3d: Using Assessment in Instruction was Bronx Green’s School-Wide Goal for 2014 – 2015. The Assistant Principal and Literacy Coach will continue to provide all pedagogical staff with professional development and support in the Component. Additionally, assessment strategies for both formative and summative assessments will be regularly discussed in weekly content team meetings.
- The school regularly collects data from assessments, aggregates it, and uses it to form small instructional groups and modify units of instruction to support the individual needs of students within individual teacher classrooms.
- The school norms all rubrics, both Common Core end of unit rubrics as well as local and state rubrics, with all teachers before and during any grading cycle.
- Professional development on assessment and topics relating to developing, implementing, and analyzing assessments are regularly offered during in-house professional development sessions in differentiated forms.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	354,004	x	15, 25
Title I School Improvement 1003(a)	Federal	0	x	
Title I Priority and Focus School Improvement Funds	Federal	0	x	
Title II, Part A	Federal	0	x	
Title III, Part A	Federal	11,200.00	x	21, 25, 28
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	2,452,147.00	x	15, 18, 21, 25

¹Explanation/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.

²The **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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Bronx Green Middle School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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 Green Middle School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- 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 school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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: _____	DBN: <u>11X326</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>75</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ELL Tech Saturday Academy:

-
a. Rationale- Based on NYSESLAT scores, MoSL data, and State ELA/Math scores, we found that students needed additional support in literacy in both English and their native language, English vocabulary acquisition, and basic mathematical computation skills. In order to meet the needs of our various learners, ELL's will use Rosetta Stone to strengthen language acquisition, which will assist in building a foundation in reading. Further, Rosetta Stone allows students the chance to enhance their listening, speaking, reading, and writing skills. These skills are imperative for a building a strong basis in literacy. Additionally, students will be assigned accounts for NewsELA, an education technology website dedicated to transforming the way learners access the world through words. NewsELA develops nonfiction fluency and critical-thinking skills necessary to master the Common Core standards for informational text. NewsELA publishes high-interest news articles daily at five levels of complexity for grades 3-12 using NewsELA's proprietary, rapid text-leveling process. Each article has Common Core-aligned quizzes attached in order to assess students reading strengths and weaknesses and create a plan based around the data. In order to support ELL's in math, students will use IXL, a technology based math program. IXL provides individualized math practice with more than 1,000 skills and an unlimited number or problems that include both multiple choice and fill-in-the blank questions to ensure skill mastery. These programs tailor reading and math levels to individual student ability and provide the students the opportunity to read material and practice math skills on their level and then systematically increase their reading level, mathematical skills, and stamina in both subjects. Furthermore, data from all three programs will be provided to all teachers of ELL students in order to drive instruction both within as well as outside the classroom. The core belief in using these programs at Bronx Green is that the students will be exposed to literacy and mathematical skills at their level and then pushed further with more rigorous activities, in turn increasing test scores.

-
b. Subgroups and Grade Levels- The seventy-five ELL students in the ELL Saturday Academy are comprised of all grades (6 - 8) and will be divided into groups based on ELL level, IEPs, and SIFE label. The breakdown is as follows:

- ELL's with IEP's (ELLSE's) ranging from Intermediate to Advanced.
- SIFE's and ELLSE's ranging from Beginner to Low Intermediate.
- General Education ELL's ranging from Intermediate to Advanced.
- General Education ELL's ranging from Newcomers to Low Intermediate.
- Former ELL's in need of additional support.

-
c. Schedule and Duration- Every Saturdays from 9:00am- 12:00pm beginning from October 18 up until the Title III funding runs out.

d. Language of Instruction- English (with resources provided in both English and the students' Native Language.)

e. Number and Types of Certified Teachers- 2 ESL Teachers & 2 Math Teacher. Each certified ESL teacher will work alongside a math teacher during Saturday ELL Academy

f. Types of Materials- NewsELA & Rosetta Stone.

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: In all schools, effective professional development positively and directly impacts students and instruction. Student learning and achievement increase when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges. With this said, we will host four continuing professional development workshops throughout the year for our ELL Tech Program. These will occur the last Saturday of each month from 12:00pm – 1:00pm. All staff working the ELL Tech Program on Saturdays will attend each workshop. Each ESL teacher will take turns facilitating the presentations alongside an administrator. The administrator will not be funded by Title III. The topics include #1.Using Data provided by Rosetta Stone to Enhance Language Instruction, #2.Using Data provided by IXL to close the achievement gap, #3.Embedding Academic Discourse for ELL's, and #4. Refine and Reflect: How Can We Use Data We Have Collected from the Program?"

Part D: Parental Engagement Activities

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

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

Begin description here: _

1) Museum Night

a. Rationale – To increase parent involvement and bridge the connection between home and school. Thus, BGMS invites all parents to tour classrooms, view student work, and engage in Q&A. The ESL Coordinator works in conjunction with the Parent Coordinator to target specific language populations and increase involvement.

b. Schedule and Duration – May 2015

c. Topics to be Covered - NY DOE learning expectations, community based organizations and their services, NYC DOE Translation Unit

d. Name of Provider - Zarifa Muhammad, Bronx Green Parent Coordinator

e. How Parents Will be Notified of These Activities – All parents will be notified via letters mailed, letters sent home with students, and school messenger.

2). Bronx Green Middle School High School Fair

a. Rationale - To familiarize students, including ELLs and their parents, with the high school process and potential high schools.

b. Schedule and Duration - October 2014, 6:00 – 8:00pm.

c. Topics to be Covered - High school application process, high school fairs

d. Name of Provider - Zarifa Muhammad, Parent Coordinator

e. How Parents will be Notified of these Activities - all Bronx Green parents, including ELLs will be notified via letters mailed, letters sent home with students, and school messenger.

Part D: Parental Engagement Activities

3) ELL Workshop: Supporting Literacy in the Home

a. Rationale – To give parents strategies to assist their English Language Learner at home outside the classroom regardless if they lack proficiency or knowledge of the English language. The ESL Coordinator works in conjunction with the Parent Coordinator as well as the PTA leader, who is bilingual, to teach parents a variety of skills they can leave with to help their children at home regardless of the language barrier.

b. Schedule and Duration – December 15, 2014.

c. Topics to be Covered - Ten quick strategies to help your child at home, websites that offer help to parents and students in a variety of languages NYC DOE Translation Unit

d. Name of Providers -Veronica Bacino, ESL Coordinator & Zarifa Muhammad, Bronx Green Parent Coordinator

e. How Parents Will be Notified of These Activities – All parents will be notified via letters mailed, letters sent home with students, and school messenger.

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4) Parents' Guide to NYSESLAT

a. Rationale - To familiarize ELL parents, with the high school process and potential high schools.

b. Schedule and Duration – February 2015, 4:00-7:00pm.

c. Topics to be Covered – Introduction to ESL testing, what to expect, and how to help your child prepare.

d. Name of Provider – Veronica Bacino, ESL Coordinator

e. How Parents will be Notified of these Activities - All Bronx Green ELL parents will be notified via letters mailed, letters sent home with students, and school messenger.

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Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 	_____	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Charles Johnson	Assistant Principal Victor Rodriguez
Coach Mercedes Vazquez	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Denise Bobcombe
Teacher/Subject Area Melissa Koblin/Math & Science	Parent Karen Tavares
Teacher/Subject Area Dorian Velasquez/ S.S.	Parent Coordinator Zarifa Muhammad
Related-Service Provider Harriet Servio-Battle	Borough Field Support Center Staff Member type here
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	389	Total number of ELLs	61	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	19
SIFE	12	Developing ELLs (ELLs receiving service 4-6 years)	18	Long-Term (ELLs receiving service 7 or more years)	22

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	31	10	1	19	9	5	11	0	4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New 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							7	13	19					0
Chinese							0	0	0					0
Russian							0	0	1					0
Bengali							1	1	1					0
Urdu							0	0	1					0
Arabic							1	1	4	0				0
Haitian							0	0	0					0
French							1	0	1					0
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	1	1					0
Other							4	1	1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							5	4	8					0
Emerging (Low Intermediate)							2	3	2					0
Transitioning (High Intermediate)							0	0	5					0
Expanding (Advanced)							7	10	15					0
Commanding (Proficient)							2	3	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0							0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							6	4	6					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	2			0
7	9	1			0
8	18	3			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	8		3						0
7	12		4						0
8	21		5						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	10	0	12	0	5	0			0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	0			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	0			
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At Bronx Green Middle School all ESL instruction is data driven through NYSESLAT modality analysis and Measures of Student Learning Exams. In addition, Bronx Green uses iReady Adaptive Diagnostic Assessment, which is a reading assessment program that provides immediate, data on students' reading levels and growth over time. The data allows for the teachers of ELLs to differentiate their instruction, make meaningful interventions when necessary, and track growth of each individual student. Assessment and data is collected and analyzed on a regular basis by administration, departments, coaches, Language Acquisition Coordinator and consultants. This information is used to further shape the pace and form of instruction for ELA, ESL and all literacy-based approaches. All BGMS classrooms contain Lexile leveled libraries, genre libraries, word walls, software tools, and other resources to help make content comprehensible for ELLs.

 In the classroom, the data is used to group students for targeted small group instruction. In addition, the data is used to plan for individual conferences and whole class mini lessons. Furthermore, the data will help inform our instructional focus, "If the instructional staff at Bronx Green Middle School strengthens its capacity to plan rigorous learning activities, use data to intentionally organize instructional groups, and structure lessons and unit, then students' reading comprehension will improve across the disciplines", by allowing teachers of ELLs to use an inquiry approach to target ELLs who are not making significant gains in reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSESLAT and LAB-R reports validate BGMS's emphasis on literacy building through project based learning that emphasizes content-rich multi-modal instruction. Students are taught explicit strategies to improve reading endurance and writing volume. Patterns reveal the challenge BGMS has to improve reading and writing levels across all grade levels.

The results of the NYSITELL indicate the students' English proficiency level and help BGMS develop a plan for delivering ESL services and how much intervention services students will need. The data patterns revealed that many students who have been receiving services for three years or less are making significant gains on the various modalities presented on the NYSESLAT. We also noticed

that students who scored low on the Spanish LAB and the NYSITELL have scored significantly low on the reading modality of the NYSESLAT. These students are not fluent readers in their native language; therefore, have difficulty transferring the skills from their L1 to their L2. Lastly, the data revealed that our population of ELLs in grade 6 scored near proficient in reading, writing, and speaking, but either intermediate or advanced for the listening modality.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At Bronx Green Middle School we use the AMAO status indicators to identify students who have made progress, obtained proficiency, and drive instruction within the classroom.

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

NYSESLAT modality reports show:

A. In the 2014 - 2015 school year, a majority of ELLs preferred to have the Math Exam administered in their native language. After reviewing the available NYSESLAT data for all grades, we noticed that across proficiency levels many general education ELLs made significant gains in reading, listening, and speaking modalities, but remained somewhat stagnant in the writing modality. We also noticed that many of our long-term ELLs are not making significant gains on the NYSESLAT and that many of our long-term ELLs are also identified as Special Education students. During the 2015 - 2016 school year BGMS will continue to work to build writing skills and stamina as well as reading stamina through a variety of literacy-based activities and technological support (iReady, Capstone Library, adapted readers, etc.).

B. For the 2015-2016 school year, the leadership team at Bronx Green will use periodic assessments to help content team teachers with instructional pacing and emphasis during unit planning and implementation. Assessments will be shared during PDs and weekly ESL Inquiry Team meetings and content planning meetings. The results of assessments will be used to create targeted small groups and plans for differentiation.

C. For the 2014-2015 school year, Bronx Green did not use periodic assessments to track ELL growth. For the 2015-2016 school year Bronx Green will use periodic assessments to monitor ELL growth. The schools ESL inquiry team will use the data to drive instruction and group students according to their strengths and weaknesses for small group conferencing with their various teachers. Additionally, the ESL department and administration are hoping to further incorporate technology that will assist newcomers and beginners with skill-building activities.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

6. How do you make sure that a student's new language development is considered in instructional decisions? Teachers of ELLs modify their lesson plans and differentiate for the various student grouping. Teachers also confer with ELL students on a daily basis to provide the extra support in English that students may need. Teachers provide students with worksheets in both English and their native language. Furthermore, all teachers and students have access to translation apps through class sets of iPads.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). At BGMS, ELL success is measured through a variety of formal and informal assessments, including, but not limited to MoSLs, iReady Lexile Assessment, reading conferences, weekly quizzes and exams, progress reports, classwork, homework, and participation scores. Project-based learning is assessed through a system of rubrics and reflective evaluations that emphasize higher-ordered metacognitive abilities. Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) are assessed on a daily basis in the course of push-in instruction through conferencing and oral assessment activities.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Bronx Green Middle School provides parents with program choices consistent with New York City and New York State guidelines. Educational delivery options are explained to parents during student intake and parents are assisted with completion of the HLIS by Zarifa Muhammad, Bronx Green Parent Coordinator, and Veronica Bacino, Language Access Coordinator. If it is found that the student has a home language other than English, the Language Access Coordinator conducts an informal interview, in English and native language, with student to determine language dominance, proficiency, and level of schooling.

Spanish translators or translation services are provided to parents in order to assist with the admissions process. Parents are provided with the ELL Parent Brochure and Survey and Program Selection Form in their native language and view a video about program options for their child. The parents are told about their right to choose an instructional delivery mode for their child when L1 populations are significant enough to affect instructional model choice.

During intake, parents are interviewed by Veronica Bacino, Language Access Coordinator, to ascertain if students possess gaps in their formal education and will be administered the ALLD diagnostic when needed. The Language Access Coordinator, will administer the NYSITELL exam within 10 days of registration as well as the Spanish lab if necessary. Once students are identified as an ELL they are placed in a class that contains other ELL students of his/her learning level and L1 background whenever possible.

Through the screening process, contact is maintained with parents and they are informed by mail of the results of their child's NYSITELL scores and their entitlement/non-entitlement for ESL and Title III services.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to correctly identify SIFE students, BGMS will continue to use the SIFE Oral Interview Questionnaire as well as the LENS. Within the first ten days of a student's enrollment, the LAC offers the questionnaire in to both the student and parents home language. Based on the the LENS and the Questionnaire, the LAC decides if a student is a SIFE, if so the data is promptly updated into ATS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Currently, Bronx Green follows the same process for incoming ELLs as that of ELLs with IEPs. After review of the HLIS and all the necessary assessments are administered, which includes NYSITELL, Spanish Lab, SIFE interview, the Language Access Coordinator reviews a student's IEP using SESIS in conjunction with the Director of Special Education. In addition to reviewing the student's IEP, the Language Access Coordinator uses the ERPG report to identify if student is a SIFE or updates the screen based on the student's results on the SIFE interview. After the IEP is reviewed, a meeting is held including the student, their parent, the Language Access Coordinator, the Director of Special Education, and the Parent Coordinator. If necessary, the school provides a translator during this initial meeting. Once the meeting adjourns, a hard copy of the document is provided to all teachers of ELLs. The administration of all necessary exams and interviews as well as the IEP meeting is all held within ten days of a student's arrival to Bronx Green.

The Language Proficiency Team includes

Charles Johnson, Principal

Victor Rodriguez, Language Access Coordinator

Mercedes Vazquez, Literacy Coach

Veronica Bacino, Language Access Coordinator

Melissa Koblin, Sixth Grade Math Team Leader

Dorian Velasquez, Teacher

Zarifa Muhammad, Parent Coordinator

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Directly after a student has been identified as an ELL or SIFE based on the NYSITELL and SIFE Questionnaire, entitlement and non-entitlement letters are mailed to parents as well as backpacked immediately. The Parent Coordinator also reaches out to the parents through the use of translator to ensure parents and guardians have received the letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

Parents will receive and sign off on a document in both their native language along with English, explaining their rights to appeal any ELL status. Additionally, the Language Access Coordinator in conjunction with the Parent Coordinator provides parents with a video tutorial through the Department of Education website. All records are updated and kept in a binder by the Language Access Coordinator up to three years after the student graduates. If a parent decides to appeal the process, they work with the Parent Coordinator and the Language Access Coordinator to complete the appeals process and find an appropriate setting for their child.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Upon intake of a new student and after parents have completed the HLIS, students are interviewed by the Language Access Coordinator using the ALLD screen to determine if the student qualifies as a SIFE. Both the Language Access Coordinator and the Parent Coordinator work together to distribute, explain, and update the parent surveys and program selection for the parent of the ELL student. This occurs on the same day the student registers.

After the process of HLIS and SIFE interview, The Language Access Coordinator administers NYSITELL diagnostic and the Spanish Lab ,if necessary, on the second and third day after the student registers. The NYSITELL documents are immediately scanned into ATS and the Spanish Lab is dropped off to Fordham Plaza Office of Assessments. After administration, on the same day, if the student is identified as an ELL, the student is placed in a designated ESL class wherein he/she will receive the state mandated number of instructional minutes per week in the form of push-in instruction by either liscensed ESL teacher, Veronica Bacino or Brian Byrne. Students with Disabilites who are also classified as an ELL, are placed in their appropriate setting and receive services through a pull-out model.

ELLs in grades 6 & 7 are placed in a self-contained bridged class and are serviced by two ESL teachers. The bridge class is divided by NYSESLAT data as well as lexile levels. ELLs in grade 8 receive their mandated instructional minutes through a co-teaching model with an ESL teacher as well as an ELA teacher. ELLs with disabilities receive their mandated services through a pullout program.

Within twenty days of entry to the system, administration updates the ELPC screen. In addition to updating ATS, the Language Access Coordinator stores parent survey forms, program selection forms, NYSITELL answer sheets, Spanish Lab documents as well as any other pertinent. The parent choice is monitored by Parent Coordinator and updated if necessary.

The Language Access Coordinator maintains records of placement letters, distributes and maintains continued entitlement letters .

In order to honor parents' choices, the Language Access Coordinator refers parents to the appropriate program and/or district office if the school does not offer the parents first choice. Translation services are provided to any parent in need. The Language Access Coordinator works with the parent to find a school that offers the setting they desire and contacts the school for the parent if necessary.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Directly after a student has been identified as an ELL or SIFE based on the NYSITELL and SIFE Questionnaire, all programming letters are mailed to parents in their native language as well as English. A copy of all the forms are also backpacked with student immediately. The Parent Coordinator along with a translator outreaches to parents via telephone or email in order to confirm parent has received and understands their childs' rights. In addition, the Language Access Coordinator stores a copy of each form in a binder up to three years after student has graduated.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Survey and Program Selection are distrubuted in completed as the student registers. The forms are provided in both English and the parents preffered language. If the paper is incomplete or taken home, the Parent Coordinator along with a translator outreaches to parents via telephone or email in order to monitor and confirm the Parent Survey and Program Selection. If the paper is not returned within the first week of distribution and the parent cannot be reached, a home visit occurs in order to collect any necessary paperwork.

9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters are both backpacked with student and mailed. A copy is stored by the Language Access Coordinator in an ELL binder for up to three years after the student graduates. The Parent Coordinator with the use of an interpreter outreaches to parents via telephone or email in order to monitor the Parent notification letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The Language Access Coordinator retains all ELL documentation in a binder located in the ESL classroom. All documents are categorized and stored for up to three years after the student graduates. The letters are updated each school year or when changes occur.
11. 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.
In order to administer the NYSESLAT, the Language Access Coordinator first creates a testing schedule based on students testing conditions as noted in their IEP. Then, the test is administered in sections by both licensed ESL teachers proctoring the exam by grade band. The schedule follows the format and testing conditions noted in the NYSITELL administration guide. All teachers are informed of the schedule before testing occurs and the the school provides state required testing conditions for all students.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Directly after a student has been identified as an ELL or SIFE based on the NYSITELL and SIFE Questionnaire, all programming letters are mailed to parents as well as backpacked immediately in both English and the parents preferred language. Additionally, all continued entitlement letters and transitional support parent notifications are mailed out and backpacked in September at the start of the school year. The Parent Coordinator outreaches to parents via telephone in order to monitor these letters have been received and understood.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the last few years, 80% of parents have chosen ESL as the program model for the school. A few parents requested a bilingual program, but not enough to implement such a program. Currently the program choices are aligned, if in the future parents choices change, a bilingual program will be implemented.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
ESL services for grades 6 and 7 are delivered through a self-contained bridged model in which two certified ESL teachers, Veronica Bacino and Bryan Byrne, service students along with a certified ELA teacher, Mercedes Vazquez, during English Language Arts, supporting the continued development of skills in both the native and target language through CALLA and SIOP-derived strategies. Additionally, the students in this bridged program are grouped by levels. As oppose to being a heterogenous population of 6th graders, ELLs in both 6th grade and 7th grade are split by beginner/intermediate and intermediate/advanced/former ELLs. The bridge program consists of two certified ESL teachers along with a certified ELA teacher, and two aggregated classes of 6th and 7th grade ELLs. Students are grouped by NYSESLAT data as well as lexile level, which gives the teachers the opportunity to narrow their pedagogical focus for their various English Language Learners. The program allows higher-level students to focus on ELA skills, while entering/beginner ELLs focus more on language acquisition. As per ELLs in grade 8, services are provided during ELA class through a co-teaching model taught by a certified ESL teacher and ELA teacher. ELLs with disabilities are serviced through a pull-out program that focus on academic vocabulary acquisition through the use of the Academic Vocabulary Toolkit created and provided by the Department of English Language Learners. Identified SIFE students receive the mandated units of study during the regular school hours with an emphasis on bilingual support so that they may transfer literacy skills acquired in L1 to L2. Lastly, the ESL teacher coordinates with content area teachers to ensure that ELLs have the benefit of peer support in their seating

arrangements and during group activities.

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Based on ELL status and IEP status, students receive ENL instruction in a push-in, pull-out, and integrated ELA and ENL model. Students in all grades that are identified as former ELLs as per CR Part 154.2 receive their mandated ENL minutes through this model as well. The pull-out ENL course focuses primarily on language acquisition and academic vocabulary. These students also receive their ELL services during ELA class which will be taught by both a certified ESL teacher and a certified ELA teacher. The population of intermediate, advanced, and proficient ELLs at Bronx Green are serviced during ELA by one certified ESL teacher and one certified ELA teacher.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

English Language Arts content instruction is delivered in general education classes for ELLs during their ELA periods. The content includes using Code X, an ELA program created by NYCDOE, along with external resources created by the teacher based on the students needs. The content team teachers and the Language Access Coordinator meet weekly to discuss units, lesson plans, small group conferences, and plans for differentiated instruction. Differentiated instruction is supported by ESL services and content team teachers. All are well-versed in differentiation strategies for language learners. Content is enriched through the use of socially constructed project-based learning activities, capable of addressing variations in learning styles and modalities through a variety of SIOP and CALLA-based strategies. For the ENL pull-out classes, the certified ESL teacher uses the Academic Vocabulary Toolkit created and provided by the Department of English Language Learners along with units created by American Institute for Research provided by the Office of ELLs.

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

ELLs at Bronx Green are periodically assessed in their home languages throughout the school year through the use of various language assessments including grammar and reading comprehension quizzes found online or created online.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, ELLs are assessed both formally and informally in all four modalities during English Language Arts through a variety of programs including iReady Adaptive Diagnostics, Capstone Library, and IXL Math program. Within the classroom, students are assessed informally through constant checks for understanding and student checklists. Students are formally assessed every thirty days at the end of the unit through the CodeX assessment provided by NYCDOE. For the listening modality, students must complete a monthly assessment using the website www.ESL-listeninglab.com, in which students use ipads and headphones to listen to various stories in English and are quizzed at the end of each stories. The students scores are recorded and tracked for progress. For reading, students complete a monthly CodeX reading comprehension test based on the unit they completed. For writing, students are assessed on their writing through essay submission based on the CodeX task. Lastly, for speaking, students are individually assessed on their speaking once a month using old samples of NYSESLAT speaking questions and prompts. The results of these assessments are recorded and tracked by both ESL teachers in order to further drive instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a. Bronx Green ESL providers supplement ESL strategies for SIFE students primarily through targeted small group instruction within the push-in model. During this time, ESL providers and content team teachers work with SIFE students individually and in small groups to bridge gaps in their skill base using a variety of Q-Tel-derived differentiation strategies and Wilson phonics skill building exercises.

b. Newcomer instruction focuses on developing the literacy skills in the native language. Instruction is consistent with New York State and New York City performance guidelines and standards. In the push-in model, the following supplementary materials will support ESL instruction: quality high-interest, lower reading level, age appropriate books, flash cards, graphic organizers, picture dictionaries, computer lab and iPads. Additionally, ELLs are given specific focus in developing literacy skills through

extended day programs and Saturday Academy in order to better prepare them for State ELA and Math exams.

c. In addition to mandated minutes, ELLs within the 4 - 6 year window receive tutoring in the form of extended day (A.I.S. sessions) and in-class conferencing with content area teachers and ESL providers. In addition to the supplements mentioned above ELLs within the 4 - 6 years window will use Achieve 3000 to increase reading comprehension. Diagnostic assessments are used to target specific modalities and skill gaps that students will focus on during class and homework assignments.

d. Long Term ELLs receive additional instruction during lunch hour, Saturday Academy and extended-day programs with the assistance of both content and ESL providers. Special efforts are made to assist long-term ELLs with comprehension strategies, based on Q-Tel derived strategies.

e. Former ELLs will receive their mandated ELL services from the ESL service provider during their ELA class through a push-in model. Students are provided with the extended time for all formal and informal assessments for two years after they gain proficiency on the NYSESLAT. Students are provided additional support in all their classrooms as well as support via technology such as iPad dictionary and thesaurus applications.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students re-identified or non-ELLs, based on the approved re-identification appeal, the school ensures the student's academic progress has not been adversely affected by administering an assessment that includes reading, writing, listening, and speaking every fifteen days, along with tracking their progress in each class. The Language Access Coordinator works in conjunction with all teachers of the student in order to ensure that the student is making gains in every subject. Additionally, if the L.A.C or the teacher notices that the student is struggling or the data shows the student is not making gains, a meeting is held with the parent, the Language Access Coordinator, and all the content teachers of that student in which we re-evaluate the needs of the individual student and decide if the appeal should be revoked.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

In order to provide access to academic content areas and accelerate English language development the ESL teachers and content team teachers will use the following programs and strategies with ELL-SwDs: iReady Diagnostic Adaptive Assessment to track and assess students' lexile gains, and provides targeted lessons based on students' strengths and weaknesses. Wilson strategies are implemented in small group instruction. Furthermore, CodeX is used during ELA and Connected MathP3 is used during Math, both provided by NYCDOE. Students also use the Academic Vocabulary Toolkit to further accelerate English language development. The school ensures ELL-SWDs receive all services mandated on their IEPs through the use of SESIS printouts. The program provides an overview of all the services required. The printouts are stored in a binder and updated monthly. The students' schedules reflect all the related services mandated through their IEP, which can be located on STARS CLASSROOM. Lessons in all classes are modified as per the students' academic, social, emotional, and management needs; according to the Present Levels of Performance specified on the students Individual Education plan. Lastly, the Language Access Coordinator meets monthly with the School Implementation Team to guarantee that ELL-SWDs are receiving their mandates as per their IEP. This includes ensuring all students requiring a bilingual paraprofessional or bilingual instruction receives it. Since Bronx Green does not offer bilingual instruction, both the S.I.T. team and the L.A.C. work together to find a school that offers the appropriate setting for the student.

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

During the students IEP meeting, the Special Education team along with the Language Access Coordinator determines the least restrictive environment using i-ready, academic, social, and physical function assessment determined by all parties involved in the IEP meeting. Then, based upon the results of the IEP meeting, students are placed in the least restrictive environment which may include Self Contained class, integrated team teaching class, or general education setting with special education teacher support services. After the student is placed, the IEP teachers review the students Measurable Annual Goals quarterly. If changes need to be made, the Special Education team meets, discusses, and rectifies the issue.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

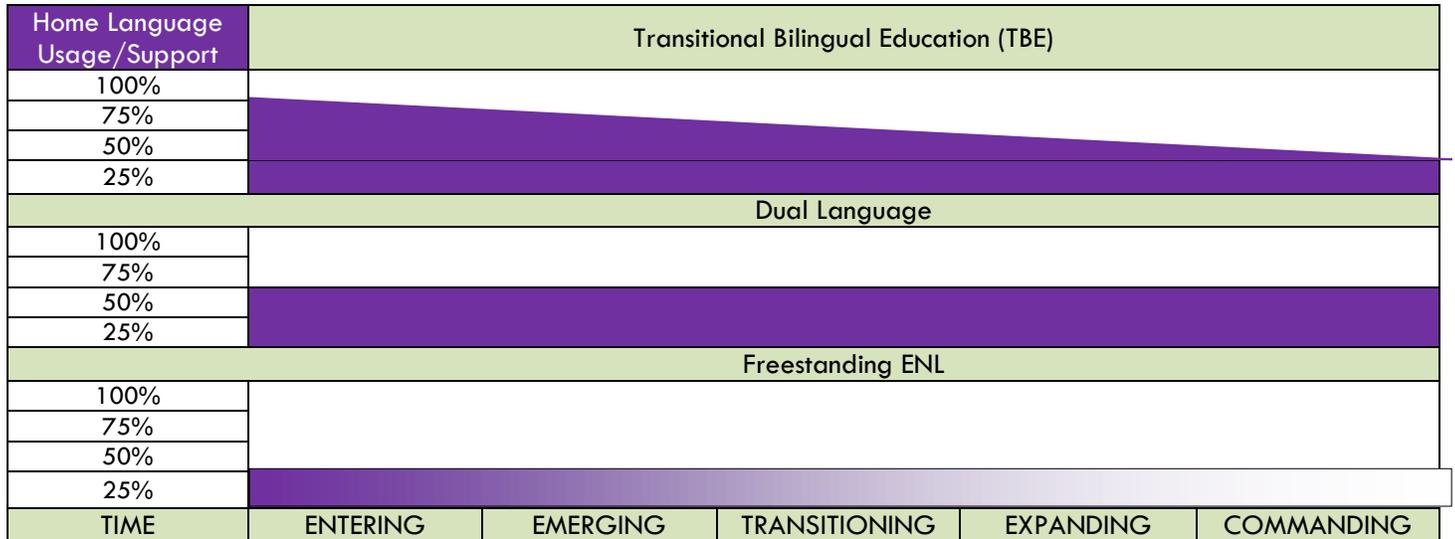


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention strategies used to assist struggling ELLs, SIFE students, and newcomers include one-to-one tutoring opportunities before school, at lunch, extended day, and Saturday Academy. Content team teachers and ESL service providers are available during extended day to assist students with skill building activities and specific comprehension issues. Additionally, in ELA, Math, Social Studies, and Science students are offered intervention services based on their data from I-ready in both reading in math. Students are grouped according their lexile level in ELA and Social Studies and instruction is differentiated for each group. For example, the lowest group of ELLs receive native language translations of all their work along with the ability to use the ipads for extra support. The mid level group receives sentence starters and small group instruction focused on language acquisition. The highest group receives support through one-on-one conferences in which the teacher and student create an academic plan based on students strengths and weaknesses. For Math and Science, teachers use the I-ready math data to group their students by levels. Just as in ELA and Social Studies, students receive differentiated work depending on their levels. This includes targeting the students weaknesses and building upon their strengths.

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

Both the ELA and Math test data along with NYSESLAT data has confirmed that the programs offered to ELLs at Bronx Green are effective in meeting the needs of all ELLs in both content and language development. The school uses the AMAO tool to help guide the creation of goals for individual students. We have noticed a significant gain in students ability to read and write based off their ELA State Scores. Furthermore, both ESL teachers use iReady data to track students progress in reading comprehension and writing. Every unit, approximately every twenty-eight days, students' data is updated, reviewed, and analyzed. Based off the analysis both ESL teachers regroup students according to their data and decide if the setting is appropriate for the diverse needs of each student.

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

For the upcoming school year the administration team in considering hiring a reading specialist to target our Long-Term ELL population because based on data we noticed that our population of Long-Term ELLs are not making significant gains both informally and formally. Therefore, we believe by having a specialist target these specified students, they will narrow the achievement gap and acquire the necessary skills to gain proficiency on the NYSESLAT.

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

Currently, there have not been any ELL programs/services discontinued because the school has determined all programs to be effective.

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

ELLs are invited to participated in all afterschool activities, including ESL related tutoring. ESL related tutoring includes an ELL afterschool program, Saturday Academy and Tech for ELLs. Invitations go out to all students in the form of permission slips. Currently the entirety of the BGMS ELL population attend extended-day programs.

Funding for afterschool programs and Saturday Academy comes from Bronx House and Title III.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

BGMS teachers strive to create lessons that address all learning modalities through the use of software technology, visual aids, audio and video materials, kinesthetic activities, and relevant field trips. ESL materials include newcomer text books and work books, bilingual libraries, dictionaries, and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.

Each ELL student has access to an Ipad mini on a regular basis to assist in translations or to use during class to help gain a better understanding of the presented material. Moreover, each ELL classroom has a Smart TV installed in order to allow teachers to present each lesson using both visual aids and audio materials. Each ELL also has a Rosetta Stone account set in English in order to allow them the opportunity to practice academic English outside the classroom, on Saturday Academy, and at home. Students use the Ipads in each class as native language support systems such a bilingual dictionaries, google translations, etc.

ESL and content team teachers regularly attend DOE, Network, and Department of ELLs-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated, project-based instruction. Members of the ESL staff have attended Q-Tel trainings, workshops on diagnostics, BESIS trainings and other skill-building seminars.

BGMS' content area staff will be sent to a minimum of 7.5 hrs training of ESL strategy training during the 2015-2016 school year.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language is supported in each content area by the existence of bilingual libraries in each classroom as well as access to Capstone Library which is an online library which provides books in English and Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services and support correspond to ELLs' ages and grade levels. Students are provided age appropriate books and study materials. Small group conferring is used to address individual student needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly-arrived ELLs are assisted by the BGMS parent coordinator, the guidance counselor, the Dean, and the Language Access Coordinator before the beginning of the school year. Students and families are connected to community-based support organizations, local and State assistance programs, as well as advocacy organizations, based on need. The parent coordinator maintains an active relationship with local groups to ensure that newly-arrived students and families will receive the level of support they deserve during the newcomer process.
Newly-arrived ELLs are invited to attend Saturday ELL Academy, Saturday ELL Technology Academy, afterschool ESL enrichment program, as well as programs offered through Bronx House. New arrivals are also paired up with a student in their class that speaks the same language to help them get acquainted and assimilated to the school. On the first day the student begins class, he/she is introduced to the school through an orientation presented by both the Language Access Coordinator as well as the student assigned to help the newcomer assimilate.
19. What language electives are offered to ELLs?
High Intermediate, Advanced, and Former ELLs in grade 7 and 8 are offered French as an elective via Rosetta Stone, while beginners and low intermediate ELLs use Rosetta Stone to practice and enhance their English skills.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All teachers of English Language Learners will attend professional development through ASCD conference with a focus on sessions discussing ELL literacy. In addition, the Language Access Coordinator will be providing professional development on NYSESLAT data analysis on the first Tuesday of each month during clerical time. Furthermore, administration will reach out to the network to provide additional professional development for all teachers of ELLs.
 2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

Denise Bobcombe, guidance counselor, will receive in house training offered through the Director of ELL Support and off-site professional development. Additionally, all ELL teachers are asked to sign up for at least one of the following:

 - P08.035.1F15 Supporting English Language Learners, registration deadline 10/31/2015
 - P08.070.1F15 Content-based Instructional Strategies for ELL, registration deadline 11/6/2015
 - P08.071.1F15 Teaching English Language Learners (ELL): An Introduction, registration deadline 11/6/2015
 - P08.173.1F15 Common Core State Standards for English Language Learners, registration deadline 11/6/2015
 - P08.073.1F15 English Language Learners in Your Classroom, registration deadline 11/6/2015
 - P08.072.1F15 Improving English Language Learner Instruction through the Use of Technology for ASPDP, registration deadline 11/6/2015

Lastly, all PDs support teachers in delivering Common-Core aligned instruction. Each PD focuses on a few standards for each content area and how each teacher can differentiate the work in order to make content accessible for our diverse learners while still aligning all tasks to the common core standards.
 4. For the 2015-2016 school year, staff will receive a minimum of 10 hours in PD sessions to help content teachers with strategies for ELLs. Staff will attend off-site work shops in differentiation, SIFE students, and Q-Tel strategies. Professional Development includes workshops from ESL Network support Leader, Pablo Schelino. Some examples include Math Concepts for ELLs, Supporting ELL parents outside the classroom, etc.
- Attendance logs will be collected and teachers that receive training will be expected to turn-key PD to their colleagues.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff is provided training on assisting ELLs in their transitions from elementary school to our school and from our school to high school. This meeting is held on the first day of school for teachers during our PD time. The Language Access Coordinator trains teachers to understand that transitioning from different schools is not easy, especially when the student is not yet familiar with the country, state or town. Additionally, a sensitivity training is provided during this PD to help teachers better understand and address the needs and feelings of their English Language Learners.
 4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
- At Bronx Green, both certified ESL teachers have already met their hours of professional development requirements through the attendance of the ASCD Conference in Nashville Tennessee this past summer. The teachers attended five, three hour professional development sessions geared for teachers of ELLs. In addition, both teachers are signing up for "Improving English Language Learner Instruction through the Use of Technology for ASPDP". In addition to our certified ELL teachers, the rest of the teaching staff will meet the professional development requirements as per CR Part 154.2 by attending weekly PD sessions each Monday, which will be facilitated by the Literacy Coach as well as the Language Access Coordinator.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Language Access Coordinator schedules individual meetings with parents in conjunction with the Parent Coordinator and a translator is present if necessary. These meetings occur twice a year, usually in November and March, and entail setting language goals for the individual students and tracking the goal, discussing how the students language is developing, as well as all assessment results of the student. During the meetings in November, parents are offered a free Rosetta Stone account to help them acquire English as well. Lastly, if a parent is unable to attend during the scheduled/allotted times, the L.A.C. and the Parent Coordinator set up a phone conference with the individual parent. A translator is used if necessary.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents are a vital part of the BGMS learning community. Beyond quarterly report card conferencing, BGMS features semi-monthly open house activities, PTA functions, high school fairs, international culture days, high school orientation sessions, and is open to parents for any counseling, behavioral, or academic needs their children might have. The Parent Coordinator facilitates many of these events and outreaches to parents to invite them. During all of these events, a translator is always available.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? In order to accommodate parents of ELLs, Bronx Green will offer translation services upon request and Spanish speaking translators will be available to meet with parents.

Different communities have different needs. The parent coordinator uses the printed NYC directory to community based organizations to refer clients to populations for a variety of services. BGMS often refers parents to St. Ritas for Alabian and Spanish speaking parents. Vietnamese and Cambodian parents are referred to The Vietnamese School of Manhattan for assistance outside of the school's resources. The parent coordinator also uses the Manhattan branch of the Asian family organization for family issues. Additionally, Bronx Green works closely with an external afterschool program, Bronx House, which offers additional support for ELL parents or parents whose first language may not be English.

5. How do you evaluate the needs of the parents?

At Bronx Green Middle School, the Parent Coordinator offers questionnaires in various languages to assess parental needs. Based on the results, the Parent Coordinator plans for future parent workshops around the needs and requests found in the surveys.

6. How do your parental involvement activities address the needs of the parents?

Based on the responses of surveys, the parent coordinator tailors workshops, referrals and print materials. As many immigrant parents are working extended hours, it is not always possible for them to attend workshops at school. Parents have remarked that there was little outreach on the elementary level, they were surprised and enthusiastic about the outreach efforts of the BGMS parent coordinator.

Workshops will be designed to assist and training parents in bullying, cyber-bullying, Getting to Know Your Child's IEP, Money Management, Study Skills, ELLs and the Common Core, The NYSESLAT Breakdown, and Content Area training.

D. Additional Information

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

C: Parental Involvement #2. Unfortunately the document would not allow us to place a response in this section, therefore the information is presented here: Just as records of all ELL documents are stored in a binder by the Language Access Coordinator for up to three years after the student has graduated, all documents such as sign-in sheets, conference notes, etc. are also stored in a separate binder by the Parent Coordinator.

Attached to the email is examples of the data BGMS uses to bridge the 6th and 7th grade ELL students.

School Name: _

School DBN: **11X326**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Johnson	Principal		1/1/01
Victor Rodriguez	Assistant Principal		1/1/01
Zarifa Muhhamed	Parent Coordinator		1/1/01
Veronica Bacino	ENL/Bilingual Teacher		1/1/01
Mrs. Tavaréz	Parent		1/1/01
Melissa Koblin	Teacher/Subject Area		1/1/01
Dorian Velazquez	Teacher/Subject Area		1/1/01
Mercedes Vazquez	Coach		1/1/01
Victor Rodriguez	Coach		1/1/01
Denis Bobcombe	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **11X326** School Name: **Bronx Green Middle School**
Superintendent: **M.Ross-Porter**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The language needs of the parents at Bronx Green were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS for initial identification of home languages other-than-English spoken by parents of students at Bronx Green. Information on parent language needs was collected from parents and gleaned from the sources and methods listed below:

- Home languages of students in school indicated in ATS
- Home Language Surveys were reviewed and language needs were identified
- A school-generated survey was also distributed to check accuracy of previously acquired information
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Documentation of language needs from face-to-face encounters with parents
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on registration and attendance forms
- Language needs identified by parents to Parent Coordinator and Language Access Coordinator during individual conferences and group meetings .
- Language needs as determined by language of written communication to teachers and other staff received from parents.
- Review of translated written correspondences sent home to parents in the past.
- Review of student emergency cards (blue cards).

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The aforementioned data sources and methods reveal the following:

- Of the four hundred nineteen (419) students, 183 students and/or their households speak a language other-than-English.

- Ten languages are represented by our other-than-English speaking students/families:

Arabic
French
Spanish
Albanian
Bengali
Urdu
Punjabi
Ukrainian
Russian
Wolof

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At Bronx Green Middle School the following documents are translated for parents:

- Monthly School Calendars
- Parent Teacher Conference Letters
- Information about our afterschool programs
- All letters from school administration
- Information about State Testing
- Curriculum Map with dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

So far at Bronx Green we typically host parents for:

- Parent Teacher Conferences

- Muesum Night
- Open House Nights
- Parent Meetings with Dean involving disciplinary issues
- Guidance Counselor calls to parents and guardians
- Parent Coordinator Phone Calls to parents and guardians
- Informal Teacher Phone Calls to parents during parent Engagement
-

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Bronx Green Middle School will meet identified translation needs as indicated in Part B, through the use of the Translation & Interpretation Unit provided by the Department of Education, an outside vendor called Morningside Translations, as well as our own staff including bilingual and trilingual teachers, paraprofessionals, school aids, and PTA leaders.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

BGMS will meet identified interpretation needs through an array of translation methods. To begin, over-the-phone interpreters will be used for any phone calls or school messenger reports via the Translation and Interpretation Unit. In addition, the school will use on-site interpreters provided by Morningside Translations as well as by our own staff for events such as parent-teacher conferences, open house, parent workshops, PTA meetings, SLT meetings, and Meet the Staff night.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Bronx Green will ensure that all staff members are aware of how to use translation services provided by the Department of Education through an in depth training provided by the both the Parent Coordinator as well as the Language Access Coordinator which includes how to use the translation phone service, how to use the language palm cards to help parents identify their language needs during Parent-Teacher Conferences, as well as how to assist parents in contacting the school in their native language.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At BGMS all parental flyers, parent guides, school calendars, and posters are translated into the parents native language. These are provided in both English and Spanish to all parents. For parents who speak a language other than English or Spanish, meetings are held by The Language Access Coordinator and the Parent Coordinator along with various interpreters including an Arabic, Albanian, French, Wolof, and Khmer interpreters are hired from Morningside Translations for these parents. In these meetings, any important parent information is explained and described.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

In order to gather feedback from parents of the quality of our translation services, parents will fill out a survey in their native language which will then be translated to English for analysis.