

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X355

School Name:

BRONX ALLIANCE MIDDLE SCHOOL

Principal:

JEAN GALLARELLO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Bronx Alliance Middle School School Number (DBN): 11X355
Grades Served: Grades 6 through 8th in September 2015
School Address: 3750 Baychester Avenue Bronx, New York 10466
Phone Number: 718-562-2060 Fax: 718-652-3682
School Contact Person: Jean Gallarello Email Address: Jgallar2@schools.nyc.gov
Principal: Jean Gallarello
Timothy Rankin
UFT Chapter Leader: Natasha Cadle and Sedeaka Lawrence
Parents' Association President: Vivian Ruiz
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Doris Joya
Imani Powell
Student Representative(s): _____

District Information

District: _____ Superintendent: _____
Superintendent's Office Address: _____
Superintendent's Email Address: _____
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue
Director's Office Address: _____
JRuiz2@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-828-3679

Fax: 718-828-2103

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Jean Gallarello	*Principal or Designee	
Timothy Rankin	*UFT Chapter Leader or Designee	
Natasha Cadle	*PA/PTA President or Designated Co-President	
Alando Tomlinson	DC 37 Representative (staff), if applicable	
Ms. Joya	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Imani Powell	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	
Vivian Ruiz	Member/ UFT	
John Trumpy	Member/ UFT	
Lolita Hassan	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lorraine Higgins	Member/Parent	
Sedeaka Lawrence	Member/ Parent	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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 Alliance Middle School is located in the Northeast Bronx and primarily serves students from the Edenwald community. At full capacity as of September 2015, our smaller school community is designed to develop the whole middle school child academically, socially and emotionally. Bronx Alliance students make the PACT and live the PACT, which is the mission statement of the school:

"We, the members of the Bronx Alliance community, pledge fidelity to the Bronx Alliance PACT.

We will be Persistent and have the grit necessary to complete all our tasks.

We will be Accountable to ourselves, our school and our community.

We will use effective Communication skills, as we listen, speak and write about the texts we read and the problems we solve.

We will work as a collaborative Team with every member of our school community.

Make the PACT, Live the PACT.

We are Team Alliance. If there is a problem we will work together to find a solution.

If you want to go FAST, go alone. If you want to go FAR, go together!"

Every student at Bronx Alliance is known well by at least one staff member and typically more than one. Advisory circles are conducted three mornings per week and are focused on building strong staff-to-student and student-to-student relationships and trust. Staff Advisors mentor their Advisory students to ensure that all barriers to student success and achievement are identified and eliminated. The entire school community meets during the remaining two mornings each week for Town Hall meetings that serve to shout out student and staff achievement, bring messages of inspiration, address any issues affecting the school community, and to showcase student talent and achievement. Our PBIS program acknowledges on-PACT student behaviors and students participate in monthly PBIS activities (BAMSday). When off-PACT behavior occurs, we use a Restorative Justice approach designed to repair relationships and/or to give students the opportunity to give back to the school community. Our Dean of Students/Restorative Justice Coordinator is LSCI (Life Skills Crisis Intervention) trained. The LSCI approach to discipline supports students to make more responsible choices, learn more skillful behaviors and develop greater personal efficacy and accountability.

We have formed strategic partnerships with several organizations. Two times per week a Literacy and Math Consultant through a partnership with Creative School Services provide support to teachers around curriculum, assessment and lesson planning as well as on their individual pedagogical practice. Consultants also work with teachers on their team approach to teaching and learning and conduct informal visits to classrooms. Through with Counseling in Schools, we have two full-time Social Workers on staff who provides social and emotional support to over sixty of our students through individual or group counseling and art therapy. A partnership with Education through Music will provide instruction in Band and Musical Theory for all students in the coming year. Student Peer Mediation training is provided through partnership with The Leadership Program. A new initiative for this school year is our selection to participate in

the Middle School Quality Initiative (MSQI) which will bring a literacy focus across content area classrooms to raise student reading comprehension levels.

Students with Disabilities comprise twenty six percent of Bronx Alliance students. They are served via SETTS, ICT, 12:1 and 12:1:1 classes. Approximately nine percent of students are English Language Learners and receive push-in ESL instruction.

The area of The Framework for Great Schools that the school has been most successful is Supportive Environment. Teachers and other staff members have worked tirelessly to ensure that students feel safe, supported and challenged in classrooms as well as in the whole-school environment. Our focus on Advisory, relationship-building and Restorative Justice practices have significantly contributed to the creation of a positive and safe school culture. A fully CCLS aligned curriculum has created productive struggle and high expectations for student achievement.

The key areas of focus for the upcoming school year are Rigorous Instruction and Collaborative Teachers, as we embark on the Middle School Quality Initiative to integrate literacy into all content area classes as well as focus on developing strong teacher teams focused on content area inquiry.

11X355 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	202	SIG Recipient	YES
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	7	# SETSS	N/A	# Integrated Collaborative Teaching	5
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population		157.4%	% Attendance Rate		92.5%
% Free Lunch		87.1%	% Reduced Lunch		3.0%
% Limited English Proficient		6.9%	% Students with Disabilities		25.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		1.0%	% Black or African American		64.4%
% Hispanic or Latino		29.7%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White		1.0%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)		2.6
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		7.1%	Mathematics Performance at levels 3 & 4		8.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
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		
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		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 Science (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			
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.

Part 1 – Needs Assessment

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

94% of our students did not meet Common Core Learning Standards in ELA on the 2015 NYS exam. The school Quality Review also revealed that indicator 1.1, Rigorous Instruction, was an area in which the school was rated as Developing. Student performance trends on Beginning of Year MoSL’s and End of Year MoSL’s showed that a vast majority of students showed growth: 94% of students in ELA and Math and 89% in Social Studies and Science. However student proficiency levels on End of Year MoSL’s showed that only 38% of students met or exceeded standards in ELA, 19% in math, 12% in Social Studies and 3% in Science. These End of Year assessments demanded that students read, analyze and evaluate complex texts, which further support the strategic use of literacy across content area classrooms.

The schools strengths have been ensuring that the ELA curriculum is 100% aligned to the Common Core. The school’s ELA classrooms have focused on proven literacy strategies such as close reading, getting the “gist”, annotation, chunking text and answering text dependent questions. Analysis of student work has revealed that many students struggle with the complexity of grade level text and vocabulary across content areas. As a result the school will embark on a school-wide literacy initiative through participation in the Middle School Quality Initiative (MSQI) during the 2015 – 2016 school year. The priority needs will be to increase the reading comprehension ability of all students reading below grade level by two levels on the Degrees of Reading Power assessment.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of all students reading below grade level or identified as “At Risk” will demonstrate an average of two levels of reading growth as measured by the Degrees of Reading Power assessment (DRP), a nationally normed reading exam which will be administered three times over the year between September 2015 and June 2016.

Part 3 – Action Plan

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.

Vertical content area teacher teams will meet on Tuesday PD time for common planning and sharing of best practices. Common preps will be programmed for horizontal content area teacher teams two times per week. One hour of per session for common planning will be offered to teachers on a weekly basis. Two Saturday Staff Retreats will also provide more in-depth Professional Development on increasing effective literacy practices. ELA and Math teachers have 20 teaching periods per week; for their additional 5 periods ELA and Math teachers will provide small group targeted support and enrichment. Leveled guided reading libraries will be purchased as well as E-readers so that students can access MyON library resources.

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

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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.

A mid-point DRP will be administered to students by early February 2016 to monitor student progress in reading comprehension. On a quarterly basis, common content area post-task student work will be normed and analyzed to provide data on student progress with the writing process. Midpoint MoSL's will be administered in February to compare student growth as compared with beginning of year MoSL performance.

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.

Part 1 – Needs Assessment

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

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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 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?</i></p>

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.

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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.

Part 1 – Needs Assessment

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

The school was rated Developing on 4.2 on the last Quality Review. MoSL and post-task assessment data provides evidence of growth for students with disabilities and English language learners, however over 60% of these students still perform below standards.

Our strengths lie in utilizing a cohesive Common Core curriculum and common CCLS aligned assessments and rubrics for all students, including Ell’s and SWD’s. The use of multiple entry points and common questioning and discussion practices result in more student-centered classrooms. Assessment results are analyzed by teacher teams to identify gaps to be surfaced by adjusting instructional strategies. This practice also allows teachers to identify effective instructional strategies that can be replicated across classrooms.

Our need is to provide the scaffolds and supports necessary for all students to access grade level content area learning including the provision of student choice and greater differentiation in the delivery of instruction. The school needs to engage in a continuous cycle of student work data and analysis in order to provide the most effective scaffolds and supports for these targeted students.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers instructing students with disabilities and English language learners will implement targeted, differentiated instructional strategies that will result in a 60% increase in growth percentile as measured by the NYS ELA and Math Assessments.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
On a quarterly basis, teacher teams will norm the scoring of common CCLS aligned post-task assessments followed by an analysis of student work to determine student goals and next steps that includes actionable feedback.	All students, including Students with Disabilities and English Language Learners.	September 2015 through June 2016.	Teachers of all subjects, including teachers of Students with Disabilities and English Language Learners
On a quarterly basis students will reflect on their learning outcomes and incorporate teacher feedback into their personal action plans. Student performance will be recorded on a school-wide data spread sheet as well as in student portfolios. All students will maintain their content-area portfolios which will be part of their final grade.	All students, including Students with Disabilities and English Language Learners.	September 2015 through June 2016	Teachers of all subjects, including teachers of Students with Disabilities and English Language Learners
Administrators and teachers will participate in monthly Data Dives to analyze post-task student assessment results for the purpose of identifying trends and instructional next steps, including the scaffolds necessary to increase student performance outcomes, including Students with Disabilities and English Language Learners.	All students, including Students with Disabilities and English Language Learners.	September 2015 through June 2016	Teachers of all subjects, including teachers of Students with Disabilities and English Language Learners
Professional development and teacher team collaboration will engage in content area inquiry teams using research-based strategies with targeted groups of students, including Students with Disabilities and English Language Learners.	All students, including Students with Disabilities and English Language Learners.	September 2015 through June 2016	Teachers of all subjects, including teachers of Students with Disabilities and English Language Learners

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.
Content area teachers will meet in vertical teams on a weekly basis to collaborate on lesson and unit planning, norming and analyzing student work. Twice monthly these teams will engage in inquiry work around targeted subgroups of students. Grade level content area teams will have common planning periods built in to their programs. Per session will be offered for after-school collaborative meetings. Rtl will be provided by ELA and Math teachers.

Saturday Academy will be offered for a minimum of 12 Saturdays from October through May to provide additional support in ELA and Math.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		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.

Midyear benchmark assessments, including the DRP, will be administered in all content area classrooms and will be compared to beginning of year benchmarks with the goal that all students have made one level of progress. Midyear MoSL's will be administered to determine student progress as compared with beginning of year MoSL performance.

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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 1, 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>

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) <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?</i></p>

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.

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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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

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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.

Part 1 – Needs Assessment

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

Student proficiency on the 2014 NYS ELA exam was 7% and on the 2014 Math exam proficiency was at 8%. Increased parental involvement is a key ingredient of student achievement. The efforts of the school community to engage parents in conversations regarding high expectations for student academic growth must be expanded upon in the 2015 – 2016 school year as evidenced by an increase in parent involvement.

Our strengths are that we provide a welcoming and supportive environment for parents. On the Framework for Great Schools Report 2015, parent to teacher trust was 99% and parent to principal trust was 100%.

Our need is to increase opportunities for parents to engage in conversations and workshops that directly relate to student achievement and to create more visible communication of school events that will increase participation.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parent involvement at Parent Teacher conferences and parent attendance at workshops and other school-sponsored events so that by June 2016 there is a 10% increase in students meeting standards on the NYS ELA and Math exams.

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?</p>
<p>Through increased outreach and advertisement on the school website, school app, phone blasts and backpacked fliers, parents will be encouraged to attend parent teacher conferences, parent workshops, breakfast with the principle and other school sponsored events, which will emphasize the importance of a strong home-school connection on student achievement levels.</p>	<p>Parents of all students, including English language learners and Students with Disabilities</p>	<p>September to June.</p>	<p>Parent Coordinator, SLT and PTA members, the Title 1 committee and the principal.</p>
<p>All teachers will maintain up to date student performance information on Skedula, the school’s online grading and communication tool so that parents can be informed of their child’s performance on a daily basis. Skedula also provides a means of convenient communication between teachers and parents.</p>	<p>Parents of all students, including English language learners and Students with Disabilities</p>	<p>September to June.</p>	<p>Teachers of all students, including Students with Disabilities and English language learners.</p>
<p>Workshops will be held for parents three times per month; one afternoon per month during Family Engagement time, one evening per month before or after the PTA meeting and once per month on Saturdays. These meetings will provide strategies on how parents can help support and increase their child’s academic achievement and be combined with other topics that parents express interest in via our parent survey on the school website.</p>	<p>Parents of all students, including English language learners and Students with Disabilities</p>	<p>September to June.</p>	<p>Parent Coordinator, SLT and PTA members, the Title 1 committee and the principal and all teachers, including teachers of Students with Disabilities and English language learners.</p>
<p>Parent and student incentives will be offered to increase parent involvement centered on celebrations of student academic achievement, student talent and family – themed events.</p>	<p>Parents of all students, including English language learners and Students with Disabilities</p>	<p>September to June.</p>	<p>Parent Coordinator, SLT and PTA members, the Title 1 committee and the principal and all teachers, including teachers of Students with Disabilities and English language learners.</p>

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.

Parent Coordinator, PTA members, school app, phone blasts and postage, incentives such as raffle baskets and PBIS.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		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.

A 10% decrease in students receiving promotion in doubt letters and a midyear analysis of student grades for the first two marking periods to determine if students are on track to be promoted.

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 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)	DRP baseline score, state test performance, teacher recommendation.	Students scoring below a 45 on the DRP will participate in Wilson reading or Great Leaps. All other students will participate in guiding reading groups.	Small group, one-to-one and tutoring.	During the school day, during after-school SONYC academic classes, during Saturday Academy.
Mathematics	State test performance, prior year's math grade, teacher recommendation.	Small group push-in and pull-out guided math groups, use of manipulatives, online learning using Tenmarks.	Small group and tutoring.	During the school day, during after-school SONYC academic classes, during Saturday Academy
Science	Core course performance, previous year MoSL performance, teacher recommendation.	Small group guided practice, varied text based on student lexile level.	Small group and tutoring.	During the school day and during after-school SONYC academic classes.
Social Studies	Core course performance, previous year MoSL performance, teacher recommendation.	Small group guided practice, varied text based on student lexile level	Small group and tutoring.	During the school day, and after-school SONYC academic classes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on incidents (OORS), teacher referral, and parent request.	Individual counseling, group counseling, art therapy, Respect for All curriculum.	Small group, one to one.	During the school day.

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>Strategies for recruiting highly qualified teachers include use of the Open Market Transfer System, New Teacher Finder, Teacher recruitment fairs and referrals from current staff and colleagues. The hiring committee conducts rigorous in-person interviews and highly qualified candidates are called back to conduct a demonstration lesson. Advance-level feedback is given to candidates after the demonstration lesson which communicates the high standards of teaching that is expected at Bronx Alliance.</p> <p>All teachers are mentored by veteran staff members who provide new staff with support and acclimation to the Bronx Alliance Learning environment. Participation in several collaborative meetings per week fosters a sense of community that is imperative in retaining staff. All teachers participate in on-site and off-site Professional Development to further their pedagogy. During the 2015 – 2016 school year, all teachers will also participate in MSQI Professional Development over the course of the entire school year, including the summer. All staff who attend off-site PD are expected to turnkey their learning to the rest of the staff.</p> <p>All teachers have a voice and input and teachers are encouraged to bring their personal talents and interests into the school in the form of electives and after school clubs.</p> <p>Distributive leadership opportunities are an important factor in retaining highly qualified teachers. All teachers have the opportunity to lead various committees and initiatives in the school. Grade Leaders, Department Chairs, MSQI and SPOC are among the leadership roles that teachers can fill to enhance their involvement with the school</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All teachers and paraprofessionals will have the opportunity to attend Professional Development through the MSQI program. Additionally, all teachers and paraprofessionals will be able to attend workshops offered by the District Office and the DOE central offices. The principal will participate in monthly PD offered by the Superintendent.</p>

Internal Professional Development will be held on Mondays and teachers will turn-key their learning to the rest of the staff.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

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.

Teachers develop content area assessments through a collaborative process during common planning and teacher team meetings. The Literacy and Math Consultants support and contribute to the development of common assessments.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	214,548.00	x	pp. 13, 17,22
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,442,804.00	x	pp. 13, 17,22

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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’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) for Bronx Alliance Middle School

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 Alliance 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 Alliance 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 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, School Quality 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) for Bronx Alliance Middle School

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

Requirement under Chancellor's Regulations – for all schools

DBN: 11X355 School Name: Bronx Alliance Middle School

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

At registration, every parent fills out a Home Language Identification Survey, which asks in what language the parent would like to receive written information and oral communication from the school. This data is collected and assessed to ensure that all parents receive information in a language they can understand.

As part of the registration process, the Guidance Counselor conducts an orientation for new ELL parents, or an alternate time for orientation is scheduled. During the orientation meeting, parents view a video describing the programs available for English Language Learners. This video is translated into several languages. After viewing the video, parents complete a survey in their home language asking them to select their first, second and third choice of program for their child. We are in need of school notices and parent workshop invitations to be sent home to one parent in Chinese, twenty parents in Spanish, three in Afrikaans and two in Arabic. We also plan to provide parents with sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. We plan to also provide translated common core state standards.

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

By utilizing information obtained from Home Language Identification Surveys, Parent Orientation meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to one parent in Chinese, in addition to Spanish translations already provided. At school events such as Parent Teacher Conferences and PTA meetings, a translator may be needed for the parent who speaks Chinese and the parents who speak Afrikaans, Arabic and Spanish if a family member or parent volunteer is not available; staff members, including three teachers and the Literacy Coach are all bilingual Spanish speakers, providing in-house translation services for PTA meetings and parent-teacher conferences. These findings were reported to the school community through communications with our School Leadership Team.

Part B: Strategies and Activities

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

Bronx Alliance Middle School will form a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese, Arabic and Afrikaans.
In addition, we use in-house school staff to provide written translation services.

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

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we will develop a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Afrikaans, and Arabic as requested.
We also have the ability to use the aforementioned bilingual staff members to translate Spanish on a regular basis.
We will employ the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

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

Our monthly Bronx Alliance calendar/newsletter is translated and we inform parents that translators are available for parent teacher conferences, PTA meetings, and other school events. Upon admission, copies of the parent bill of rights and other documents found in Chancellor's Regulation A-633 are provided to parents.

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 355
School Name Bronx Alliance 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 Jean Gallarello	Assistant Principal Richard Fleiss
Coach Vivian Ruiz	Coach type here
ENL (English as a New Language)/Bilingual Teacher Kiera Carmody	School Counselor Kirby McLean
Teacher/Subject Area Ian Marvinney/ELA	Parent type here
Teacher/Subject Area Tara Dubriske/ELA	Parent Coordinator Marilyn Cattouse
Related-Service Provider	Borough Field Support Center Staff Member Amanda Green
Superintendent Maria Lopez	Other (Name and Title)

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	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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 <u>not</u> 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)	328	Total number of ELLs	25	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	25	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	3

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	12	0	0	10	0	0	3		5		0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
Arabic														0
French														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							4	6	10					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						0
Haitian														0
French								1						0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2						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)							1		2					0
Emerging (Low Intermediate)								1						0
Transitioning (High Intermediate)							3	4	4					0
Expanding (Advanced)							1	5	2					0
Commanding (Proficient)									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							1	2						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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5		3	1		0
6	2	7			0
7	4	4			0
8					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			4						0
6	1		7		1				0
7	4		4						0
8									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									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				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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.
Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In analyzing the data patterns across proficiency levels, the information reveals that students demonstrate progress from grade to grade as expected. As more students continue to take the NYSESLAT, they are moving up the scale to proficiency. Some student data was unavailable in ATS. We make sure the child's second language development is considered in instructional development by differentiating language modalities and assessing students in each modality. As our school population grows, we will have more data to support and drive instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
- 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?**Paste response to questions here:**
- 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](#).]
Paste response to question here:
- How do you make sure that a student's new language development is considered in instructional decisions?
Paste response to question here:
- For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Paste response to question here:

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.

The ELL identification process consists of administering the Home Language Identification Survey (HLIS), an informal interview in English and Spanish and a formal interview conducted by the bilingual teacher. The individuals involved in this process include the bilingual teacher, Kiera Carmody (Ms Ed. 1-6 with bilingual extension) and Literacy Coach, Vivian Ruiz. The bilingual teacher conducts an interview with the parent and administers the HLIS explaining the importance of the survey as it impacts their child’s program type. If the home language of the child is identified as other than English, the bilingual teacher then administers the NYSITELL. If the child scores below proficiency and is a native Spanish speaker, the bilingual teacher administers the LAB-R in Spanish to determine native language proficiency for instructional planning.

Bronx Alliance Middle School is a brand new school that opened its doors in September 2013. Currently we do not offer dual language or a TBE program. Currently ELL students are placed in a general education classroom with the daily support of a push-in bilingual teacher in all content areas. We explain the program choices to parents and have them watch the parent orientation video. Then parents receive the Parent Survey and Program Selection Form. Students are encouraged to put their first choice even if we do not offer the program. If the parent chooses a program that we do not offer we inform them that when we have fifteen students that speak the same language in two contiguous grades, we will contact them about forming a dual language or bilingual program. Otherwise we will contact central about finding a placement in a neighboring school that offers a bilingual program. We enter this information in the ELP screen in ATS and it is completed within twenty days of enrollment.

estion here:

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).

Paste response to question here:

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).

Paste response to question here:

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.

Entitlement letters are sent to parents once ELL eligibility is determined. The letter informs them of ELL eligibility and invited them to a parent orientation meeting. Parents who do not attend the meeting receive letters in the mail and phone call encouraging them to come to the school and meet one-on-one with their child’s teachers. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child’s continued entitlement to mandated ESL services.

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).

Students are placed in programs based on their choice. Because we currently do not offer dual language or a TBE program, freestanding ENL is the only option. If this program type is approved by the parents, then this is where the child is placed. If the parent speaks Spanish the bilingual teacher consults with the parents, if a language other than English or Spanish is spoken, we would contact the office of ELLs for further support.

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.

Bronx Alliance Middle School is a new school in its first year of full operation holding 6th, 7th and 8th grade. All ELL students required to take the NYSESLAT exam will take the exam together on the same date within their specific grade. The speaking part will be administered to students individually during their regularly scheduled ELA periods. A makeup date will be

available for students absent on the testing day. Bilingual teacher and LAC Coordinator, Kiera Carmody has attended various professional development workshops in administering the NYSITELL and NYSESLAT and servicing ELL students.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

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

Paste response to question here:

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

Bilingual parent coordinator, Ms. Catthouse ensures that all parent notification letters are distributed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All confidential student records are kept stored in the main office in locked file cabinets.

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.

The administration of the NYSESLAT begins in early May. A teacher other than the current ESL teacher administers the exam in separate sections for each grade. The speaking part is done last and naturally is done one-by-one. The literacy coach, Vivian Ruiz, administers part of the exam and ELA teachers split the administration of other parts in separate days.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

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).

As this is only the third year Bronx Alliance Middle School is open we have no data to compare parent trends. It is our goal to create a TBE program once there are a sufficient number of ELLs. We intend to pull parent forms in order to align parent choice and program offerings.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

In the 2015-16 school year Bronx Alliance Middle School will be operating at full capacity with a 6th-8th grade. The students are in heterogeneous classes. Classes are organized in cohorts. Each cohort consists of ELA, math, social studies and science teachers. Special education teachers co-teach in the ICT ELA and math classes and push-in and pull-out students in SETS class. We also have two self-contained Special Education 12/1 classes. ELA and Math classes are set up in 90-minute blocks. Science and social studies are provided in 45-minute periods.

- 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)?

ESL strategies are provided during all content areas, but more frequently during humanities periods. Currently Bronx Alliance has a variety of ELL students. Students are placed in groups based on their proficiency level achieved on the NYSITELL

and/or NYSESLAT. Language objectives are developed and taught through content area material through whole and small group instruction for the mandated time periods (360/180).

3. Describe how 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.

Teachers build on background knowledge as a means to engage students and make connections throughout all content areas. Content vocabulary is presented in both English and Spanish for ELLs to make connections. Students use various types of graphic organizers to outline information and learn organizational techniques that support comprehension. All of our textbooks are Common Core aligned and bilingual (Spanish).

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

Students read independently every day in both languages. Teachers use the Spanish LAB-R and informal assessment to evaluate students in their native language throughout the year. Spanish-speaking ELL students receive Spanish translations of most class materials as a means to support comprehension and build second language acquisition.

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

Both bilingual teachers and content area teachers support and evaluate all four modalities of language acquisition through various techniques. Teachers regularly conference with students to set goals in each modality. Students are evaluated in all modalities of language through ongoing assessments. Teachers differentiate instruction to assess all modalities and use these assessments to 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

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

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.

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?

Beginning in the 2015-16 school year, Bronx Alliance Middle School is anxiously awaiting the implementation of MSQI. All students have taken the DRP and those who fell below criteria received a secondary diagnostic exam. In the coming weeks, every single student will be placed in a differentiated reading program tailored to fit their specific needs. Students will be engaging in various strategic reading periods in addition to their daily ELA classes. It is our schoolwide goal to promote literacy in all content areas and have all students reading at or above grade level.

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?

Paste response to question here:

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

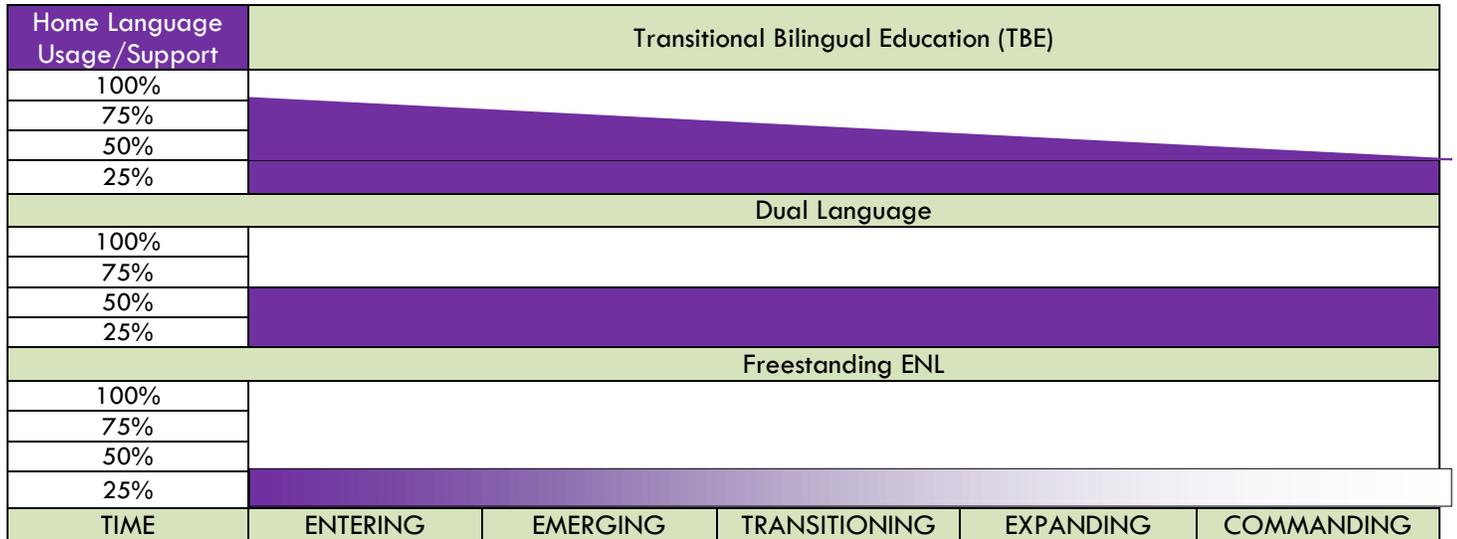


*Note “other approved services” does not apply to New York City at this time.

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.

Paste response to question here:

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

All 6th, 7th and 8th grade ELLs are receiving the support of ELA teachers and a bilingual teacher that scaffold materials and works in small groups with students. In addition to aiding additional support to students during ELA, social studies and science classes, all ELL students participate in an online reading program called Access Code that caters to all modalities of language.

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

2015-16 is Bronx Alliance Middle School's first year as a MSQI school. We are anxiously awaiting the implementation of the literacy based program. As the implementation date grows nearer, more information about new programming will be available.

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

Paste response to question here:

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

All ELLs are afforded equal access to all school programs. All students choose an elective class they wish to participate in weekly. Often ELL students branch off and choose varying electives as a way to meet other students. Our after school program caters to the academic and social emotional needs of students. Currently there are over 120 students participating in our after school program.

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.

Paste response to question here:

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is provided by bilingual teacher in the classroom as needed. The bilingual parent coordinator also aids in staying in contact with Spanish speaking families.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELLs are placed in appropriate grade and age level classes based on their birthdays.

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).

Paste response to question here:

19. What language electives are offered to ELLs?

Paste response to question here:

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The Balanced Literacy approach is implemented during humanities (ELA and social studies) periods. CCLS based materials are provided for all ELLs to develop literacy skills. Instructional materials are provided on various reading levels appropriate to each subgroups learning needs. ELLs are provided ESL dictionaries and Spanish to Spanish dictionaries for translating. All ELLs are occasionally provided iPads to access online dictionaries and texts via their template for more accessible manipulation and translating. ELL teachers incorporate cooperative collaborative grouping, which allows linguistic shared leadership by the learner and promotes growth in social skills. Scaffolding support is contingent, supportive and interactive. ELA and bilingual teachers practice the "I think, I see, I wonder" visual model to make connections to prior knowledge and promote deep thinking when introducing new concepts. The Think, Pair, Share model is practiced to promote student-centered classrooms and strengthen speaking and listening skills. ELL students are supported with CMP3 Mathematics Program, Access Code and Wilson Reading Program. Math teachers, the bilingual teacher, and the math consultant collaborate to cater to the various needs of each ELL subgroup. Our current program is still in development and will be adjusted as our school population increases. The program is effective and ELLs language and content area needs are being met.

As the 2015-16 school continues Bronx Alliance is moving along swiftly in full fruition. We anticipate a growing ELL population and it is our desire to open a TBE program.

Until we enroll more ELL students there will be no changes made to the current program. Changes are contingent upon ELL enrollment.

ELLs are afforded equal access to all school programs. Currently all ELLs are participating in weekly electives they selected in various fields. ELLs are participating in a weekly art enrichment program once a week in the afternoons provided by Dance and Vocal Music in the Leadership Program. All programs and events in the school are mentioned to ELL students in native language and English during their advisory period (first 30 minutes of each school day). All school news is also sent home in written form and translated for parents. The implementation of technology strengthens academic rigor and is present in all classrooms. All ELL students use iPads to access ESL dictionaries and interactive learning sites. Students are provided with audio enhancement in English and native language in humanities classes for extra support. Monthly data retreats allow us to see how technology in the classroom is supporting our ELL population.

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

Bronx Alliance Middle School will be operating at full capacity in the 2015-16 school year and all state requirements being met are grade and age appropriate.

Summer orientation programs during the month of August introduce ELLs to our school and our community. Currently newly enrolled students are introduced to the teachers, guidance counselor and principal. Students take a tour of the school and have the opportunity to ask questions about their academic programs.

Currently no language electives are offered in our school.

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.)
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 hold the appropriate teaching certificates and use their knowledge of second language acquisition to support our ELL population. The bilingual teacher has attended LAP technical training sessions, NYSESLAT trainings and NYSITELL trainings. All teachers attend various professional development sessions centered in literacy techniques to support a diverse student population. The literacy coach and literacy consultant offer mentoring and professional development opportunities to all teachers. All teachers participate in professional development to familiarize themselves with the social emotional needs of our ELL population as they transition from elementary to middle school. The guidance counselor provides information and professional development opportunities for teachers seeking to further their knowledge of this area.

All teachers participate in the mandated ESL training hours in order to effectively implement ESL strategies to our ELL students and to promptly identify students with disabilities. Records of all meetings and professional development sessions are maintained and recorded with a specific agenda of topics and sign-in sheet. All ELL related documents and literature is kept in a binder in the teacher's office. All staff is informed of the materials in this binder and encouraged to review it as needed. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and involvement. The guidance counselor, Kirby McLean, and parent coordinator, Daman Brown, provide all Spanish-speaking parents with all necessary documents. Parents are informed of the resources available on the NYCDOE website as well. Our school plans to increase all parent involvement by sending home parent surveys about our school and academic program information. The bilingual and humanities teachers are in correspondence with ELL parents to discuss student and parent needs and opportunities to improve community involvement.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.
Paste response to question here:

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?

Paste response to question here:

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 to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
The guidance counselor, Kirby McLean, and parent coordinator, Daman Brown, provide all Spanish-speaking parents with all necessary documents. Parents are informed of the resources available on the NYCDOE website as well. Our school plans to increase all parent involvement by sending home parent surveys about our school and academic program information. The bilingual and humanities teachers are in correspondence with ELL parents to discuss student and parent needs and opportunities to improve community involvement.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

As previously mentioned, Bronx Alliance Middle School is a new school. As the 2015-16 school year commences, we look forward to housing a 6-8th grade population. Our journey has been and continues to be a learning process. We are a dedicated staff determined to see all of our students succeed. We are reflective, thoughtful and determined in creating an effective and engaging plan of study for our ELLs that meet their needs and support them in all ways.

Part VI: LAP Assurances

School Name: Bronx Alliance Middle School		School DBN: MS355	
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)
Jean Galarello	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Kiera Carmody	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	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: 11X355

School Name: Bronx Alliance Middle School
Superintendent: Meisha Ross Por

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.learnndoe.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

3. 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.

At registration, every parent fills out a Home Language Identification Survey, which asks in what language the parent would like to receive written information and oral communication from the school. This data is collected and assessed to ensure that all parents receive information in a language they can understand.

As part of the registration process, the Parent Coordinator conducts an orientation for new ELL parents, or an alternate time for orientation is scheduled. During the orientation meeting, parents view a video describing the programs available for English Language Learners. This video is translated into several languages. After viewing the video, parents complete a survey in their home language asking them to select their first, second and third choice of program for their child.

We are in need of school notices and parent workshop invitations to be sent home to one parent in Chinese, twenty parents in Spanish, three in Afrikaans and two in Arabic. We also plan to provide parents with sample testing materials and practice tests to be translated in order to help their children at home prepare for state and city exams. We plan to also provide translated common core state standards.

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

By utilizing information obtained from Home Language Identification Surveys, Parent Orientation meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to one parent in Chinese, in addition to Spanish translations already provided. At school events such as Parent Teacher Conferences and PTA meetings, a translator may needed for the parent who speaks Chinese and the parents who speak Afrikaans, Arabic and Spanish if a family member or parent volunteer is not available; staff members, including three teachers and the Literacy Coach are all bilingual Spanish speakers, providing in-house translation services for PTA meetings and parent-teacher conferences.

These findings were reported to the school community through communications with our School Leadership Team.

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.)

By utilizing information obtained from Home Language Identification Surveys, Parent Orientation meetings, we found that we are in need of school notices and parent workshop invitations to be sent home to one parent in Chinese, in addition to Spanish translations already provided. At school events such as Parent Teacher Conferences and PTA meetings, a translator may needed for the parent who speaks Chinese and the parents who speak Afrikaans, Arabic and Spanish if a family member or parent volunteer is not available; staff members, including three teachers and the Literacy Coach are all bilingual Spanish speakers, providing in-house translation services for PTA meetings and parent-teacher conferences.

These findings were reported to the school community through communications with our School Leadership Team.

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.

Formal face-to-face meetings with parents occur four times per year at Parent-Teacher conferences (September, November, February and April) We will work with the Department of Translation unit for any informal interactions that must be conducted with parents who speak a language other than Spanish.

Part C: Providing Language Assistance Services

4. 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.

In an effort to support the community of parents who speak various languages and increase our parent involvement activities, we will develop a partnership with the LIS Translation/Interpreting Service whereby at Parent Teacher Conferences and PTA meetings, a translator is available for parents who speak Chinese, Afrikaan, and Arabic as requested. We also have the ability to use the aforementioned bilingual staff members to translate Spanish on a regular basis. We will employ the LIS Translation Interpreting Service for additional translators at Parent Teacher Conferences and PTA meetings.

5. 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.

Bronx Alliance Middle School will form a partnership with the Department of Education Translation unit, where all school wide informational documents, calendars and workshop notices are translated in Spanish, Chinese, Arabic and Afrikaan. In addition, we use in-house school staff to provide written translation services.

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.)

All staff are provided with the T & I brochure, the Language ID Guide and the Language Palm Card which are distributed at staff meetings and via email.

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

Our monthly Bronx Alliance calendar/newsletter is translated and we inform parents that translators are available for parent teacher conferences, PTA meetings, and other school events. Upon admission, copies of the parent bill of rights and other documents found in Chancellor's Regulation A-633 are provided to parents.

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)

We will conduct quarterly parent surveys that are posted on the school website as well as the Learning Environment Survey