



BRONX CENTER FOR SCIENCE AND MATHEMATICS

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: BRONX CENTER FOR SCIENCE AND MATHEMATICS
ADDRESS: 1365 FULTON AVENUE
TELEPHONE: 718-992-7089
FAX: 718-590-1052

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900011260 **SCHOOL NAME:** Bronx Center for Science and Mathematics

SCHOOL ADDRESS: 1365 FULTON AVENUE, BRONX, NY, 10456

SCHOOL TELEPHONE: 718-992-7089 **FAX:** 718-590-1052

SCHOOL CONTACT PERSON: EDWARD TOM **EMAIL ADDRESS** ETom2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joan Young-Santiago

PRINCIPAL: EDWARD TOM

UFT CHAPTER LEADER: Abel Vela

PARENTS' ASSOCIATION PRESIDENT: Cecile Beckford

STUDENT REPRESENTATIVE:
(Required for high schools) Solanlly Hernandez

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** New Visions CFN 562

NETWORK LEADER: Barbara Gambino

SUPERINTENDENT: ELENA PAPALIBERIOS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Edward Tom	Principal	Electronic Signature Approved.
Cecile Beckford	PA/PTA President or Designated Co-President	
Maria Perez	Parent	
Joan Santiago	Parent	
Victor Lopez	Title I Parent Representative	
Ramon DelaRosa	DC 37 Representative	
Abel Vela	UFT Chapter Leader	
Patricia Klarl	UFT Member	
Lisandra Rios	Parent	
Antonio DelValle	PA/PTA President or Designated Co-President	
Jeanette DelValle	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Greetings! The Bronx Center for Science and Mathematics (BCSM) is proud to share with you our historical journey in reshaping urban education in the Bronx. The BCSM family opened our doors to servicing the children of the Bronx in 2005. We adopted the highly successful model of the Manhattan Center for Science and Mathematics located in East Harlem. Currently, we are at full capacity with 432 students enrolled at the BCSM servicing grades 9-12.

In June 2010 we graduated 92% of our 12th graders in 4 years, by comparison the Bronx had a 55% 4-year graduation rate. 86% of our scholars graduated with a New York State Regents Diplomas. We have 18 of the top 50 college and universities in America expressing strong interest in our students to attend college at their esteemed institutions. BCSM scholars have been accepted into prestigious institution such as Dartmouth, University of Pennsylvania, NYU, Middlebury, Vanderbilt, Vassar, Syracuse, and Fordham.

Our school has been awarded the great distinction of being a Magnet School of America. The United States Department of Education has awarded BCSM with \$750,000 to support our highly challenging and rigorous college preparation program.

We have strategic partnerships with Kaplan SAT Prep, Dartmouth College, Lehman College, Build On, Horace Mann, and New Visions for Public Schools. These strong partnerships help our school thrive and excel. It helps offer opportunities for our scholars that rarely exist in urban high schools.

Joining the BCSM family will not be easy. We will ask you to work harder than you have ever done so before, however, the BCSM family pledges to offer you a superior educational experience. I am excited with the prospect of having quality young adults join us in this historical journey. Together we are confident that we can help prepare you for the rigors of college and success in life.

“We are what we repeatedly do: Excellence is not an act but a habit.”
-Aristotle

Sincerely,

Edward Tom
Principal and Founder
Bronx Center for Science and Mathematics

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Bronx Center for Science and Mathematics								
District:		9	DBN #:		09X260	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			90.2	90.4	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			98.2	98.03	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			81.2	78.4	80.9	
Grade 8		0	0	0						
Grade 9		135	130	145	Students in Temporary Housing - Total Number:					
Grade 10		128	117	113	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		75	104	89			1	8	TBD	
Grade 12		0	68	82						
Ungraded		0	0	1	Recent Immigrants - Total Number:					
Total		338	419	430	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	0	0	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		10	11	17	Principal Suspensions		6	11	TBD	
# in Collaborative Team Teaching (CTT) Classes		3	11	14	Superintendent Suspensions		7	6	TBD	
Number all others		0	9	12						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	14	15	15	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	2	11	Number of Teachers	21	23	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	6	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	10	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	14.3	34.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	14.3	39.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	76	74	TBD
American Indian or Alaska Native	0.9	0.7	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.2	97.7	TBD
Black or African American	28.7	27.2	21.9				
Hispanic or Latino	64.2	65.6	70.9				
Asian or Native Hawaiian/Other Pacific Isl.	5.6	5.5	6				
White	0.6	1	0.7				
Multi-racial							
Male	47.9	46.8	48.8				
Female	52.1	53.2	51.2				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		-	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	-	
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				√	√	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	W
Overall Score	68	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	8.9	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	15.2	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	40.9	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The Bronx Center for Science and Mathematics (BCSM) opened its doors in 2005 to 108 students. For the 2010-2011 school year we have a total enrollment of 432 students servicing grades 9-12. I would like to highlight the greatest accomplishments in the brief history of the Bronx Center for Science and Mathematics as well as identify performance trends that are directing the course of our organizational growth and development in this upcoming school year.

The greatest accomplishment at the BCSM has been getting 92% of our 12th graders on track to graduate on-time in 4-years. In NYC, the 4-year graduation rate for NYC public high schools are at 63%. Our peer high schools in the Bronx are below at 55% graduation rate. Of the 92% of our scholars projected to graduate on-time at the BCSM, 86% graduated with a NYS Regents diploma. 20% will graduate with an Advanced Regents diploma. Our daily attendance rate in 2010-2011 is at 90% where the average daily attendance for NYC public high schools hovers around 80%.

In the past 6 months 48 colleges and universities have sent admissions representatives to the Bronx Center for Science and Mathematics. 18 of the top 50 college and universities in America identified in the U.S News and World report has visited the BCSM from since 2005. The following is a list of some of the many colleges and universities that have visited the BCSM; Dartmouth, Yale, NYU, Columbia, Tufts, Amherst, Vanderbilt, Syracuse, Fordham, Hamilton, University of Rochester and Buffalo State. The establishment of the College Office has been a major initiative at the BCSM over the past 3 years and continues to be a major focus of our work this year in 2009-2010. Due to a strategic partnership with Kaplan SAT Prep our students have managed to outscore the average Bronx student by 290 points on the SATs.

Over the past 3 years we have noticed several performance trends that we are committed to addressing in 2010-2011. At BCSM, as per the NYC School Quality Review we are looking to stress writing across the content areas. This will support a higher success rate on the NYS English Language Arts Regents Exam. We would like to improve upon our 90% passing rate of scores above a 65.

We have a 12% population in Special Education and a 6% population of English Language Learners. As a result, the goals and objectives for BCSM in 2010-2011 will be to establish an Inquiry Team that will monitor the academic achievement and progress of a target population of students that are

students with special needs with an IEP and/or students that are English Language Learners mandated for ESL classes. The faculty will be charged with designing academic intervention strategies to address the needs of the target population. Soft data (students and teacher surveys) and hard data (performance on standardized tests) were collected and considered in identifying the target population.

In 2010-2011, the BCSM Leadership team has invested in professional development by contracting with Learner-Centered Initiatives (LCI) led by founder and President, Giselle Martin-Kniep. It is through this work that we will address the achievement gaps school wide. The faculty will be studying grading policy, scoring rubric, and effective assessments to try and formulate a consistent standard of excellence in teaching and learning within departments and across the content areas.

The most significant barriers to the schools' continuous improvement always lead back to facility constraints. The Bronx Center for Science and Mathematics is a federally funded Magnet School of America. We started the 2009-2010 school year with our own \$1.6 million dollar science lab facility. In February 2010, we celebrated the completion of our \$1.1 Million state-of-the-art library facility completed to share with Eximius College Preparatory Academy.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Exceed New York City graduation and promotion rates by graduating 90% of the 2008 Cohort and increasing promotion rates for Freshmen (to 92%), Sophomores (to 93%) and Juniors (to 94%).	<input type="checkbox"/> Exceed New York City graduation and promotion rates by graduating 90% of the 2008 Cohort and increasing promotion rates for Freshmen (to 92%), Sophomores (to 93%) and Juniors (to 94%).
<input type="checkbox"/> Improve the teaching of reading and writing across the curriculum through the use of rubrics and greater access to writing opportunities in different courses and the incorporation the Common Core State Standards (CCSS).	<input type="checkbox"/> Improve the teaching of reading and writing across the curriculum through the use of rubrics and greater access to writing opportunities in different courses and the incorporation the Common Core State Standards (CCSS).
<input type="checkbox"/> Improve communication and engagement throughout our school community as measured by increases on the Learning Environment Survey in these respective categories.	<input type="checkbox"/> Improve communication and engagement throughout our school community as measured by increases on the Learning Environment Survey in these respective categories.
<input type="checkbox"/> 100% of graduates will be prepared for post high school opportunities, e.g. 2 or 4 year college, vocational training, military placement, or the work force.	<input type="checkbox"/> 100% of graduates will be prepared for post high school opportunities, e.g. 2 or 4 year college, vocational training, military placement, or the work force.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Exceed New York City graduation and promotion rates by graduating 90% of the 2008 Cohort and increasing promotion rates for Freshmen (to 92%), Sophomores (to 93%) and Juniors (to 94%).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Institute monthly Grade Level Meetings (Horizontal Inquiry Teams) as per 2010-2011 Quality Review Report recommendation. Provide staff with professional development on how to effectively look at student work (LCI PD provider). Aggressively address the needs of students with IEP's in Literacy and Mathematics Refine Algebra/Geometry 3-4 Track Refine ELA College/TBD Track Hire SP Ed Math Specialist Institute longitudinal tracking in student literacy Re-examine 4 years of math/science for all students (perhaps align with the ELA 2-track, and Algebra/Geo sequence) Re-examine service requirement Align 80 "passing" with above tracks</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Per Session = \$10,000 New Hire (SE Teacher) = \$64,831</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Institute monthly Grade Level Meetings to discuss student work. Budget adjustments that will allow for necessary staffing to service SE population Programming adjustments to meet the needs of SE population Periodic cabinet meetings to discuss at-risk seniors in danger of not graduating on-time</p> <p><input type="checkbox"/> Institute monthly Grade Level Team meetings to discuss at-risk students across the 4 grades Periodic meetings with the academic dean and AP-Supervision to discuss course offerings (AP courses), honors classes, college and/or career track for students. Develop SMART goals with staff to address the needs of our students.</p>

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Improve the teaching of reading and writing across the curriculum through the use of rubrics and greater access to writing opportunities in different courses and the incorporation the Common Core State Standards (CCSS).</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Teachers will develop SMART goals to reflect an emphasis on reading and writing. Provide Common Core Standard (CCS) training to staff with an emphasis on reading and writing at all levels grades 9-12. Bring in consultants from Communities for learning to provide staff with CCS training.</p>

	<p>Create a set of consistent writing standards that teachers in all disciplines will follow <i>(ELA and SS)</i></p> <p>Create a set of standards in academic writing for each discipline <i>(each department)</i></p> <p>Incorporate a specific strategy for including an extended writing assignment in each classroom <i>(each department)</i></p> <p>Have each SS and ELA teacher collaborate on 1 unit next Fall <i>(ELA and SS)</i></p> <p>Increase scores on pre- and post tests on the departmental rubric on the diagnostic and post-measure through specific prompts for 9th and 10th grade that are either embedded to existing essays or are additions <i>(ELA/SS)</i></p> <p>The departments will align their curriculum maps, syllabi and lessons with the Common Core Standards</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>OTPS: Curriculum & Staff Development Contracts = \$44,485 Per Session = \$10,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Teachers across content areas will reflect the development of reading and writing in their departmental and individual SMART goals.</p> <p>The average student essay score will be 2.5<.</p> <p>Scores on pre- and post tests on the departmental rubric on the diagnostic and post-measure through specific prompts for 9th and 10th grade.</p> <p>The creation of a consistent writing standard that teachers in all disciplines will follow <i>(ELA and SS)</i>.</p> <p>The creation a set of standards in academic writing for each discipline <i>(each department)</i> incorporating the Common Core State Standards (CCSS) in ELA.</p> <p>Use of a strategy for including an extended writing assignment in each classroom <i>(each department)</i> incorporating the Common Core State Standards (CCSS) in ELA.</p> <p>The SS and ELA departments have collaborated on 1 unit <i>(ELA and SS)</i>.</p> <p>The departments have aligned their curriculum maps, syllabi and lessons with the Common Core State Standards (CCSS).</p>

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Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Improve communication and engagement throughout our school community as measured by increases on the Learning Environment Survey in these respective categories.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Develop an aggressive campaign to inform students, parents, and teachers about the importance of submitting feedback to the DOE in regards to Learning Environment Survey.</p> <p>Survey parents at the Fall Parent-Teacher Conferences</p> <p>Survey parents at monthly PA/PTA meetings as to how they feel the school can better improve Communication and Engagement.</p> <p>Survey students at weekly Student Government meetings as to how they feel the school can better improve Communication and Engagement.</p> <p>Survey teachers at monthly Faculty Conferences as to how they feel the school can better improve Communication and Engagement.</p> <p>Gather feedback from students, parents, and teachers and develop a plan to address needs and areas of concern.</p> <p>Design and administer a survey of student engagement at the beginning and end of the year</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>OTPS: Curriculum & Staff Development Contracts = \$44,485 Per Session = \$10,000</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agendas and minutes for PA/PTA meetings will be furnished upon request.</p> <p>Agendas and minutes for Faculty Conferences will be furnished upon request.</p> <p>Action plan to address needs and areas of concern will be furnished upon request.</p> <p>The 2010-2011 Learning Environment Survey report will reflect an increase overall for communication from a 6.8 to a 7.0.</p> <p>The 2010-2011 Learning Environment Survey report will reflect an increase overall for engagement from a 7.2 to a 7.3.</p> <p>The 2010-2011 Learning Environment Survey report will reflect an increase from 56% to 60% in parent participation.</p> <p>The 2010-2011 Learning Environment Survey report will reflect an increase from 59% to 76% in teacher participation.</p>

Subject Area
(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>100% of graduates will be prepared for post high school opportunities, e.g. 2 or 4 year college, vocational training, military placement, or the work force.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Ms. Blades will implement a BASE mentoring program during study hall period. Students will remain in the program for at least three weeks or until their designated academic goals are met. Continue our partnership with College Now at Lehman College to prepare our scholars for the high school to college transition. Continue our partnership with Sponsors for Educational Opportunities (SEO) to prepare our scholars for the high school to college transition. Continue our partnership with Sponsors for Educational Opportunities (SEO) to prepare our scholars for the high school to college transition. Continue our partnership with GEAR UP to address the transition to high school for our incoming freshman. Set up a meeting with Pupil Personnel Services and the special education teachers to discuss student performance and intervention strategies twice a month. Expand post-high school non-college opportunities for students</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>OTPS: Curriculum & Staff Development Contracts = \$44,485 Per Session = \$50,000 (after-school program) Equipment=\$29,884 Educational Software=\$4261 Supplies=\$10,000</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>the implementation of the BASE mentoring Program at BCSM. Increase the % of students that will successfully complete an Advanced Placement course prior to graduation from 30% to 35%. Seniors will be required to take an elective course called "Assimilations" that will help them become better prepared to be global citizens. Mean SAT scores of BCSM graduating seniors will outperform Bronx students by at least 200 points. At least 80% of BCSM graduating seniors will graduate with a NYS Regents diploma. All BCSM graduating seniors will have a minimum of 100 hours of community service prior to graduation. Continue to send BCSM scholars to the College Now Program at Lehman College to prepare our scholars for the high school to college transition. Continue to send BCSM scholars to the Sponsors for Educational Opportunities (SEO) to prepare our scholars for the high school to college transition.</p>



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	49	35	38	16	19	19	12	
10	23	16	30	5	8	8	1	
11	21	11	16	16	2	2	1	
12	9	4	13		1	1		

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Push-in support services, during the school day Wilson Reading System, small group setting, during the school day One-to-one tutoring, before/during/after school S.A.T. Prep – after school and/or Saturday Peer-mentoring during the school day
Mathematics:	<input type="checkbox"/> Push-in support services, during the school day One-to-one tutoring, before/during/after school S.A.T. Prep – after school and/or Saturday Peer-mentoring during the school day
Science:	<input type="checkbox"/> Push-in support services, during the school day One-to-one tutoring, before/during/after school Peer-mentoring during the school day Small Group tutoring, Saturday Academy
Social Studies:	<input type="checkbox"/> Push-in support services, during the school day One-to-one tutoring, before/during/after school Peer-mentoring during the school day Small Group tutoring, Saturday Academy
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> PowerSchool, one-to-one, during the school day Crisis Intervention Individual and/or group counseling, before/during/after school Referrals to hospitals and/or C.B.O.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Crisis Intervention Individual and/or group counseling, before/during/after school Referrals to hospitals and/or C.B.O.
At-risk Health-related Services:	<input type="checkbox"/> Individual and/or group counseling, before/during/after school C.B.O. collaborations, during the school day Annual Health Fair, once a year

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

N/A

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

N/A

Section III. Title III Budget

—

School: Bronx Center for Science and Mathematics

BEDS Code: 320900011260

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.



During the 2009-2010 school year, parents who attended Freshman Orientation, Parent Orientation and Parent-Teacher Conferences were asked to notify the school if they prefer written and oral communication in their native language. Over 60% of the school population indicated they preferred written and oral communication in Spanish. Teachers who need translation services to communicate with a parent will reach out to the Parent Coordinator. All documents sent home with students is translated into Spanish.

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.



During the 2009-2010 school year, over 60% of our school population was of Latin descent. The automated school messaging system made calls to all of these parents informing them that we have a bilingual social worker, two bilingual administrative assistants, a bilingual Parent Coordinator, and a bilingual school aide available to them if they needed any assistance.

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.



Any and all notices sent home with the students or mailed home directly will be translated in Spanish. Staff is asked to give at least 48 hours notice of any written documents that need translation. The Parent Coordinator will be responsible for translating any documents for non-Spanish speaking staff. Spanish speaking staff will translate their own documents.

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.

On an as needed basis, oral interpretation services will be provided in-house by any one of the Spanish speaking individuals indicated in Part A Question #2.

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>.

The Parent Coordinator will log the dominant language of parents when they attend Freshman Orientation, Parent-Teacher Conferences, College Night, and Senior Activities Night. The main office staff will also log this information when parents call and/or visit the school for any reason.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	269849	218835	488684
2. Enter the anticipated 1% set-aside for Parent Involvement:	2698		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13492	*	
4. Enter the anticipated 10% set-aside for Professional Development:	26984	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

87

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Provide individualized teacher support by sending teachers to professional development workshops. Assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. **The Bronx Center for Science and Mathematics agrees to implement the following statutory requirements:**

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Action Plan for Implementation of Required Parental Involvement Policy Components

1. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 2. Develop the plan collaboratively with parents throughout the year during monthly PTA meetings.
 2. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 3. Allow parents monthly to hold an open forum for voicing concerns and recommendations for improvement with the administrative team
 3. The Bronx Center for Science and Mathematics will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Parent workshops and parent orientations
 - Provide parents with progress reports every 3 weeks
 - Develop a system of communication between the parents and the school community
 - The Bronx Center for Science and Mathematics will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Parent workshops
 4. The Bronx Center for Science and Mathematics will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - During the end-of-year PA meeting we will celebrate and reflect on the strengths and areas in need of improvement for the school parental involvement policy.
 - Data collected will be analyzed by the School Leadership Team and the recommendations that are found to be of greater importance would be integrated into the following years Parental Involvement Policy.

5. The Bronx Center for Science and Mathematics will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

Workshops at the school and the Region will help parents better interpret and understand NY State Learning Standards

The on-site PTA office will be equipped with computer and internet access for parents to monitor and research their child's academic progress on a web-based program called Skedula by Datacation online grading system.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)

Parental workshops will offered in our after-school program
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)

Inviting parents to conduct workshops during monthly staff meetings or professional development workshops
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)

Empowering the parents to research and engage in community outreach to CBO's that can provide parents and the school with the necessary support services to drive increased parental involvement.
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

Refer to Language Translation and Interpretation Action Plan on pp. 22-24 of the CEP.

III. Discretionary School Parental Involvement Policy Components

Discretionary activities that the school, in consultation with its parents, will work towards building parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- involving parents in the development of training for teachers, principals, and other educators;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times,
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Signature of PTA President on the CEP. This policy was adopted by the The Bronx Center for Science and Mathematics on 06/07/2009 and will be in effect for the period of September 2009- June 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2006.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

The Bronx Center for Science and Mathematics, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

The Bronx Center for Science and Mathematics will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by:
 - offering extensive professional development on curriculum mapping and lesson planning
 - providing teachers with common planning time within departments weekly.
 - conducting timely and thorough observations and feedback to teachers
 - providing resources to teachers to integrate technology in the classrooms
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall in October 2007 and once in the Spring in March 2008.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports every 3 weeks through mailings and the purchase of a web-based grading system that can be accessed with username and password.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through appointments, phone conferences, and the semi-annual parent-teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by allowing parents to shadow their child for a day attending classes with their child.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Involvement Policy:

PLEDGE BY THE PARENT/GUARDIAN

The Bronx Center for Science and Mathematics (BCSM) is a partnership between parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals of providing ALL of our students the opportunity to attend a college or university, we must all make a commitment to work together.

I, _____, am fully committed to supporting the education of my child
_____, I promise to encourage and support my child as he or she works to achieve his or her personal goals.

I understand BCSM's Seven Core Virtues: Respect, Integrity, Honor, Excellence, Commitment, Perseverance, and Service and will make sure that my child learns to live up to them. Also, I understand that there will be disciplinary consequences if my child violates the values and I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important, and I will make sure that my child arrives at school every day on time (8:15 a.m.). If my child takes public transportation, I will ensure that he or she is at the stop on time.

I understand that the BCSM school day is longer on Tuesday-Thursday (8:15 am – 3:34pm), and I will ensure that my child benefits from this extra time. If my child falls below a grade of 80 in any subject he/she will be expected to attend after school tutoring from 3:40p.m. – 5:30 p.m.

I will send my child to school every day in the complete BCSM uniform.

I understand that BCSM provides very high academic standards with a college-preparatory curriculum. If my child is having academic difficulty, I will encourage him or her to obtain after school help. I will support the BCSM staff in ensuring my child remain at school to receive additional instructional support.

I will communicate regularly with my child's teachers. I will return a phone call from a member of the

BCSM staff within 24 hours.

If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with BCSM teachers, staff, and administration.

I will provide a quiet place where my child will complete his/her homework. I will check to see that my child completes his/her homework every night. I will not sign the reading log unless I/we see our child read.

I will attend the annual BCSM Parent/Teacher Conferences twice a year to confer with my child's teacher and to develop a personal educational plan for my child.

Signed: _____	Date: _____
Signed: _____	Date: _____

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Bronx Center for Science and Mathematics (BCSM) opened its doors in 2005 to 108 students. For the 2009-2010 school year we have a total enrollment of 462 students servicing grades 9-12. I would like to highlight the greatest accomplishments in the brief history of the Bronx Center for Science and Mathematics as well as identify performance trends that are directing the course of our organizational growth and development in this upcoming school year.

The greatest accomplishment at the BCSM has been getting 83% of our 12th graders on track to graduate on-time in 4-years. In NYC, the 4-year graduation rate for NYC public high schools are at 60%. Our peer high schools in the Bronx are below at 52% graduation rate. Of the 84% of our scholars projected to graduate on-time at the BCSM, 91% graduated with a NYS Regents diploma. 35% will graduate with an Advanced Regents diploma. Our daily attendance rate in 2009-2010 is at 91% where the average daily attendance for NYC public high schools hovers around 80%.

In the past 6 months 33 colleges and universities have sent admissions representatives to the Bronx Center for Science and Mathematics. 18 of the top 50 college and universities in America identified in the U.S News and World report has visited the BCSM from since 2005. The following is a list of some of the many colleges and universities that have visited the BCSM; Dartmouth, Yale, NYU, Columbia, Tufts, Amherst, Vanderbilt, Syracuse, Fordham, Hamilton, University of Rochester and Buffalo State. The establishment of the College Office has been a major initiative at the BCSM over the past 3 years and continues to be a major focus of our work this year in 2009-2010. Due to a strategic partnership with Kaplan SAT Prep our students have managed to outscore the average Bronx student by 290 points on the SATs.

Over the past 3 years we have noticed several performance trends that we are committed to addressing in 2009-2010. At BCSM, as per the NYC School Quality Review we are looking to stress writing across the content areas. This will support a higher success rate on the NYS English Language Arts Regents Exam. We would like to improve upon our 90% passing rate of scores above a 65.

We have a 10% population in Special Education and a 4% population of English Language Learners. As a result, the goals and objectives for BCSM in 2009-2010 will be to establish an Inquiry Team that will monitor the academic achievement and progress of a target population of students that are students with special needs with an IEP and/or students that are English Language Learners mandated for ESL classes. The faculty will be charged with designing academic intervention strategies to address the needs of the target population. Soft data (students and teacher surveys) and hard data (performance on standardized tests) were collected and considered in identifying the target population.

In 2009-2010, the BCSM Leadership team has invested in professional development by contracting with Learner-Centered Initiatives (LCI) led by founder and President, Giselle Martin-Kniep. It is through this work that we will address the achievement gaps school wide. The faculty will be studying grading policy, scoring rubric, and effective assessments to try and formulate a consistent standard of excellence in teaching and learning within departments and across the content areas.

The most significant barriers to the schools' continuous improvement always lead back to facility constraints. The Bronx Center for Science and Mathematics is a federally funded Magnet School of America. We started the 2009-2010 school year with our own \$1.6 million dollar science lab facility. By February 2010, we will have a \$1.1 Million library facility completed to share with Eximius College Preparatory Academy.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- Push-in support services, during the school day
- Wilson Reading System, small group setting, during the school day
- One-to-one tutoring, before/during/after school
- S.A.T. Prep – after school and/or Saturday
- Peer-mentoring during the school day

Small Group tutoring, Saturday Academy
Crisis Intervention
Individual and/or group counseling, before/during/after school
Referrals to hospitals and/or C.B.O.
C.B.O. collaborations, during the school day
Annual Health Fair, once a year

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

One-to-one tutoring, before/during/after school
S.A.T. Prep – after school and/or Saturday
Peer-mentoring during the school day
Small Group tutoring, Saturday Academy
Crisis Intervention
Individual and/or group counseling, before/during/after school
Referrals to hospitals and/or C.B.O.
C.B.O. collaborations, during the school day
Annual Health Fair, once a year

- o Help provide an enriched and accelerated curriculum.

One-to-one tutoring, before/during/after school
S.A.T. Prep – after school and/or Saturday
Peer-mentoring during the school day
Small Group tutoring, Saturday Academy
Crisis Intervention
Individual and/or group counseling, before/during/after school
Referrals to hospitals and/or C.B.O.
C.B.O. collaborations, during the school day
Annual Health Fair, once a year

- o Meet the educational needs of historically underserved populations.

- - One-to-one tutoring, before/during/after school
 - S.A.T. Prep – after school and/or Saturday
 - Peer-mentoring during the school day
 - Small Group tutoring, Saturday Academy
 - Crisis Intervention
 - Individual and/or group counseling, before/during/after school
 - Referrals to hospitals and/or C.B.O.
 - C.B.O. collaborations, during the school day
 - Annual Health Fair, once a year
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- - One-to-one tutoring, before/during/after school
 - S.A.T. Prep – after school and/or Saturday
 - Peer-mentoring during the school day
 - Small Group tutoring, Saturday Academy
 - Crisis Intervention
 - Individual and/or group counseling, before/during/after school
 - Referrals to hospitals and/or C.B.O.
 - C.B.O. collaborations, during the school day
 - Annual Health Fair, once a year

The Bronx Center for Science and Math empowers the teachers to develop curriculum and instruction that is directly aligned to the New York State Standards. BCSM uses formal and informal assessments to make sure that the students are performing according to the NYS standards. BCSM has partnered with other schools to assimilate best practices for creating curriculum and instruction. ELA teachers and Department Coordinator attend PDs relating to the various findings and have brought techniques and methods that are being used in all classrooms. The ELA Regents is also a tool that BCSM uses to assess our students to make sure that the curriculum and instruction that is provided to our students is aligned to the state standards.

The Bronx Center for Science and Math has developed a scaffolded ELA syllabus that includes specific objectives and skill sets per grade level. These skills and objectives are built upon in the successive grades. ELA teachers have collaborated in creating this syllabus so that all ELA teachers will be aware of what was taught in previous grades and what the students should be able to do upon entering the next ELA level class. The teachers submit monthly curriculum maps to the Assistant Principal of Instruction who then compiles the maps into one document to be distributed to all teachers. The curriculum maps are detailed with topics, objectives, skills to be mastered, strategies to be

utilized and student outcomes as well as a pacing schedule. All ELA teachers create lessons that emphasize, writing, speaking and listening skills. Students are required to create written works, oral presentations and complete projects that are based on listening and reading passages. ELA teachers are empowered to order materials that will benefit the students. BCSM has texts and novels on different reading levels to provide all students with an entry to the lesson. The books used in the ELA curriculum are age and reading level appropriate as well as culturally relevant. ELL students are instructed in heterogeneous classroom settings with push-in teachers to assist the ELL students.

The Bronx Center for Science and Math empowers the teachers to develop curriculum and instruction that is directly aligned to the New York State Standards. BCSM uses formal and informal assessments to make sure that the students are performing according to the NYS standards. BCSM has partnered with other schools to assimilate best practices for creating curriculum and instruction. Mathematics teachers and Department Coordinator attend PDs relating to the various findings and have brought techniques and methods that are being used in all classrooms. The mathematics regents are also a tool that BCSM uses to assess our students to make sure that the curriculum and instruction that is provided to our students is aligned to the state standards. BCSM has a 98% passing rate on the Mathematics Regents Exams.

The Bronx Center for Science and Math has developed a scaffold math curriculum that includes specific objectives and skill sets per grade level. These skills and objectives are built upon in the successive grades. Math teachers have collaborated in creating this curriculum so that all math teachers will be aware of what was taught in previous grades and what the students should be able to do upon entering the next math class. The teachers submit monthly curriculum maps to the Assistant Principal of Instruction who then compiles the maps into one document to be distributed to all teachers. The curriculum maps are detailed with topics, objectives, skills to be mastered, strategies to be utilized and student outcomes as well as a pacing schedule. All math teachers create lessons that emphasize the application of mathematical skills. Students are required to create written works, oral presentations and complete projects that are based on mathematical skills learned in class. Math teachers are empowered to order materials that will benefit the students. BCSM has texts and manipulatives developed for different ability levels to provide all students with an entry to the lesson. The books used in the math curriculum are age and ability appropriate. These materials are aligned with the newer *standards*. *Math teachers also attend PD's to learn about and implement new standards and methods of teaching in the classroom.*

o Are consistent with and are designed to implement State and local improvement, if any.



One-to-one tutoring, before/during/after school
S.A.T. Prep – after school and/or Saturday
Peer-mentoring during the school day
Small Group tutoring, Saturday Academy
Crisis Intervention
Individual and/or group counseling, before/during/after school
Referrals to hospitals and/or C.B.O.
C.B.O. collaborations, during the school day

Annual Health Fair, once a year

3. Instruction by highly qualified staff.



Provide individualized teacher support by sending teachers to professional development workshops. Assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.



Provide individualized teacher support by sending teachers to professional development workshops. Assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



Provide individualized teacher support by sending teachers to professional development workshops. Assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education.

6. Strategies to increase parental involvement through means such as family literacy services.

ESL Classes, incentives, door prizes, gift cards, and food.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Refer to Annual School Goals and Action Plans in CEP.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



- One-to-one tutoring, before/during/after school
- S.A.T. Prep – after school and/or Saturday
- Peer-mentoring during the school day
- Small Group tutoring, Saturday Academy
- Crisis Intervention
- Individual and/or group counseling, before/during/after school
- Referrals to hospitals and/or C.B.O.
- C.B.O. collaborations, during the school day
- Annual Health Fair, once a year

The Bronx Center for Science and Math empowers the teachers to develop curriculum and instruction that is directly aligned to the New York State Standards. BCSM uses formal and informal assessments to make sure that the students are performing according to the NYS standards. BCSM has partnered with other schools to assimilate best practices for creating curriculum and instruction. ELA teachers and Department Coordinator attend PDs relating to the various findings and have brought techniques and methods that are being used in all classrooms. The ELA Regents is also a tool that BCSM uses to assess our students to make sure that the curriculum and instruction that is provided to our students is aligned to the state standards.

The Bronx Center for Science and Math has developed a scaffolded ELA syllabus that includes specific objectives and skill sets per grade level. These skills and objectives are built upon in the successive grades. ELA teachers have collaborated in creating this syllabus so that all ELA teachers will be aware of what was taught in previous grades and what the students should be able to do upon entering the next ELA level class. The teachers submit monthly curriculum maps to the Assistant Principal of Instruction who then compiles the maps into one document to be distributed to all teachers. The curriculum maps are detailed with topics, objectives, skills to be mastered, strategies to be utilized and student outcomes as well as a pacing schedule. All ELA teachers create lessons that emphasize, writing, speaking and listening skills. Students are required to create written works, oral presentations and complete projects that are based on listening and reading passages. ELA teachers are empowered to order materials that will benefit the students. BCSM has texts and novels on different reading levels to provide all students with an entry to the lesson. The books used in the ELA curriculum are age and reading level appropriate as well as culturally relevant. ELL students are instructed in heterogeneous classroom settings with push-in teachers to assist the ELL students.

The Bronx Center for Science and Math empowers the teachers to develop curriculum and instruction that is directly aligned to the New York State Standards. BCSM uses formal and informal assessments to make sure that the students are performing according to the NYS standards. BCSM has partnered with other schools to assimilate best practices for creating curriculum and instruction. Mathematics teachers and Department Coordinator attend PDs relating to the various findings and have brought techniques and methods that are being used in all classrooms. The mathematics regents are also a tool that BCSM uses to assess our students to make sure that the curriculum and

instruction that is provided to our students is aligned to the state standards. BCSM has a 98% passing rate on the Mathematics Regents Exams.

The Bronx Center for Science and Math has developed a scaffold math curriculum that includes specific objectives and skill sets per grade level. These skills and objectives are built upon in the successive grades. Math teachers have collaborated in creating this curriculum so that all math teachers will be aware of what was taught in previous grades and what the students should be able to do upon entering the next math class. The teachers submit monthly curriculum maps to the Assistant Principal of Instruction who then compiles the maps into one document to be distributed to all teachers. The curriculum maps are detailed with topics, objectives, skills to be mastered, strategies to be utilized and student outcomes as well as a pacing schedule. All math teachers create lessons that emphasize the application of mathematical skills. Students are required to create written works, oral presentations and complete projects that are based on mathematical skills learned in class. Math teachers are empowered to order materials that will benefit the students. BCSM has texts and manipulatives developed for different ability levels to provide all students with an entry to the lesson. The books used in the math curriculum are age and ability appropriate. These materials are aligned with the newer *standards*. *Math teachers also attend PD's to learn about and implement new standards and methods of teaching in the classroom.*

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2

2. Please describe the services you are planning to provide to the STH population.

AIS are provided including: morning tutoring, study hall, after school tutoring, peer mentoring and small classroom settings. School counselor provides 1:1 counseling, is the liaison with residential staff/social worker to address attendance and academic issues, and collaborate with parent. Assistant with transportation, school supplies, uniforms is available.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_09X260_110210-144750.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 5/562	District 09	School Number 260	School Name Bronx Center
Principal Mr. Tom	Assistant Principal Ms. Rios/Ms. John		
Coach type here	Coach type here		
Teacher/Subject Area E. Kilcullen (ESL)	Guidance Counselor Ms. Klarl/Ms. Molina		
Teacher/Subject Area Ms. Jean-Baptiste (Spanish)	Parent type here		
Teacher/Subject Area Mr. Seltzer (English)	Parent Coordinator Ms. Santiago		
Related Service Provider type here	Other Ms. Levan/Mr. Farelly/Ms. Kim		
Network Leader Barbara Gambino	Other Ms. Singh/Ms. Friedman		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	462	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.60%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here Part II: 1. Screening begins with the 9th grade guidance counselor, who speaks Spanish. If the student does not seem to speak English fluently, a further interview with the counselor, student, and parents is conducted. If the parents' home language is a language other than Spanish, the phone interpretation services indicated on the "Language Identification Guide" are utilized. The HLIS is given, and the student's English proficiency is evaluated in an informal interview. If the student does not seem English dominant, the LAB-R is administered shortly thereafter, the result of which will determine whether the student requires ELL services.

2. The program model video is shown to the parent and a brochure is provided. Videos and brochures in the parents' home languages are selected. The "Language Identification Guide" is used to determine the parents' home language. If necessary, preference sheets in home languages are obtained and then provided to the parents.

3. Preference sheets are collected and kept on file. Calls are made home and the attendance coordinator is consulted for a possible home visit if preference sheets are not returned.

4. Once bilingual entitlement letters are distributed, students are evaluated by their LABR scores. Students are also evaluated by the English diagnostic test administered during "Freshmen Orientation" (one week before the student start of school). Students are placed according to the data.

5. The Parent Survey and Program Selection forms will be distributed for the first time this year. Previously, the school has never had a newly-arrived ELL student. The data will be analyzed for tendencies in preferences.

6. Parents who express preferences for programs not available at the school will be notified of opportunities existent at other schools. Notification, utilizing services listed on the "Language Identification Guide," will be made in the parents' home language.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										1	1			2
Total	0	0	0	0	0	0	0	0	0	2	2	1	1	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	9

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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				3	0	3	9	0	7	12
Total	0	0	0	3	0	3	9	0	7	12

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	2		2	12
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	8	2	0	2	12								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here Part IV/Page 4

1 a)) Students are taught by a licensed ESL teacher in a self-contained ELL class, which is the second period in a double-period literacy block. The first period is an ELA departmentalized "Writing Seminar" course. In this period the licensed ESL instructor provides individual support for the ELL students by tutoring in their content area classes and helping students to meet ELA and Common Core standards in their ELL or ELA classes. For beginning and intermediate level students, push-in support of students in content-area instruction is also provided.

1 b) The departmentalized and self-contained classes are heterogeneous and ungraded, due to the small number (12) of students; the push-in support is heterogeneous and graded.

2) The licensed ESL instructor's teaching program consists of three periods working with ELL students in a 1-9 program. This ensures that the mandated minutes are met.

2a) All periods are 45-minutes daily in length, adding up to 675 minutes per week for both beginning-level students and two intermediate-level students; between 360 minutes and 450 minutes for the other eight intermediate students; and 450 minutes for the two advanced students. The two advanced students take ELA courses also, one for 225 minutes a week and the other for 360 minutes a week. Students take native language classes for 225 minutes, in courses appropriate for their NLA level.

3. Instruction in all subjects is in English. For the push-in classes, the science instructor's language as well as the language of the text is simplified. For example, when studying cell osmosis in biology, osmosis may be described as "absorption" or even more simply as "taking up." Realia is used, in this case a paper napkin, to make the concept vivid. Bilingual dictionaries (and also monolingual dictionaries for those students who do not have strong first language skills) are readily available. In the departmentalized and self-contained ELL classes, instruction is differentiated by frequent pair and group work, individualized assignments, and the choosing of reading material which all students can master. Extensive prereading activities are undertaken, including listening for comprehension and information. For example, to prepare students for Part I of the Regents and meet ELA Common Core standards, before reading Arthur Miller's *All My Sons*, a modified biography of Miller is read. Students take notes and answer multiple-choice questions on this biography. To prepare them for the reading, a focus "AIM" question might be, "Judging from his biography, what themes may we expect to encounter (run into, see) in Arthur Miller's play, *All My Sons* (1947)?" When reading of the text commences, to enhance fluidity in reading, most of the vocabulary in the text is covered by the teacher in vocabulary handouts. In order for students to develop their own vocabulary skills, strategies are employed, with reference made to their content area subjects and future college studies. Sometimes, students work on text vocabulary on their own, employing both contextual guessing and dictionary skills. The instructor strives to read as much of the text as possible in class; this is particularly true for plays. When reading is assigned as homework, and aiming for full comprehension, not just "reading over" the pages, the realistic goal of five pages a night is considered the maximum. To develop writing skills and remedy common ESL grammar problems, peer-editing activities are undertaken using an editing sheet (which focuses on run-on sentences, noun singular-plural usage, verb singular-plural agreement, article usage, and verb tense and form usage).

4. Instruction is differentiated for various subgroups. The instructor and the school will explore the feasibility of using computer programs, such as the "My Access Plato," "Excell 3000," "Achieve," and "Fast Track" programs for selected students.

4a) The one SIFE student is at the advanced level. However, he is programmed for 450 minutes of ESL instruction weekly, far exceeding the 180 minutes mandated for his level. He is programmed in a double-period literacy block class (students do not change classrooms), which allows him the opportunity to work with the teacher individually on his writing. The student is a senior and college-bound, so we focus on academic skills necessary for college, particularly in the language arts. The student has not earned a "65" on the Regents (he got a "58"), however, so we also focus on skills necessary for the test. The instructor consciously emphasizes the similarities between Regents and college skills. The student uses the time well, working with the teacher on assignments for his ELL and ELA classes. The SIFE student's ELA course is a double-period "Credit Recovery" class, a course designed for students who failed a previous ELA class. Guided by the Common Core standards, the class focuses on skills the student did not master in the lower grades as well as current grade-level skills. As a double-period class, much of the work in the "Credit Recovery" ELA class is "hands on," which is advantageous for a SIFE student. In the future, if we should receive more SIFE students, similar measures will be enacted.

4b) At present we do not have any students in the country for less than three years. Nevertheless, the school would provide intensive push-in ESL should it receive such a student. If the student is Spanish-speaking, the school is prepared with bilingual dictionaries and Spanish-language materials.

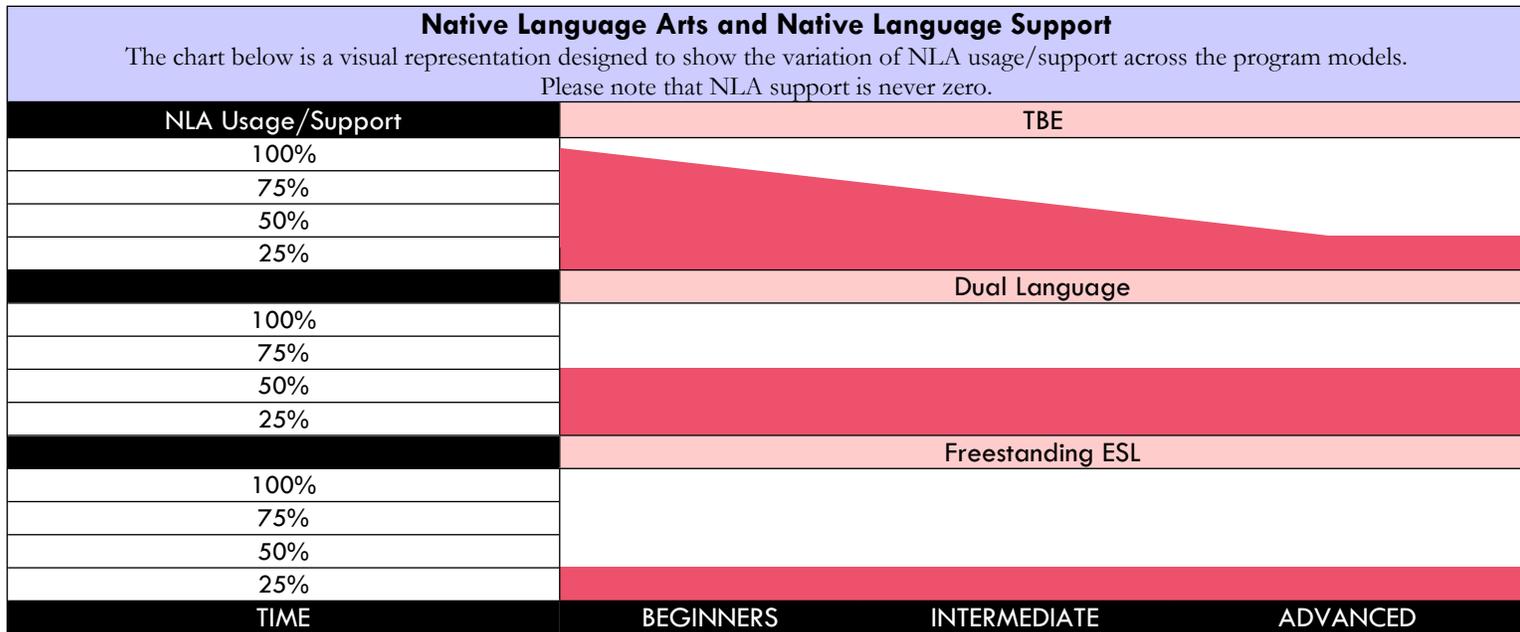
4c) For students in the country 4 – 6 years, when analyzing results of the NYSELAT and their progress in the ELL class, a prime concern is fossilization, particularly in reading and writing skills. Therefore, there is a heavy emphasis on interpreting and analyzing authentic literature both verbally and in writing. Authentic nonfiction materials, selected with second-language students in mind, are also read. Most of the nonfiction reading is related to the literary works read in class. Writing is done daily in a provocative "Do Now" prompt, and students frequently have writing assignments in a variety of formats and registers, including creative writing. Students perfect essay writing skills by demonstrating mastery in writing introductions, bodies, and conclusions. The above 3 components include mastery of general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and adding a final thought.

4d) The approach to long-term ELLs is similar to that of 4 – 6 year ELLs, except that literature and nonfiction pieces are not vetted as much for vocabulary, and more arduous (in length and content) writing tasks are assigned.

4e) Nine of the eleven ELL students are special-needs students. The instructor familiarizes himself with the students' IEP's, and instruction is modified to student needs. For example, in the departmentalized "Writing Seminar" class and the self-contained ELL classes, modified readers may be used with students with elementary-school reading levels, and a student who has a disability producing language works individually with the teacher on producing written paragraphs. Another student with ADD and an emotional disorder is "buddied" with an older student, which greatly helps the younger student to stay focused and control his emotional impulses. The "Wilson Reading" program is also utilized for students with reading levels well below grade age. Four students participate in the program, two for 135 minutes a week and two for ninety minutes a week. On a more general note, the ESL instructor utilizes graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities.

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here Page 6/Part B:

5. In social studies, the Howard Zinn book (a much more comprehensible text than the standard text) is used in U.S. History. There is push-in support in the science department. The English department has organized "Credit Recovery" and "Writing Seminar" courses which are a great aid to second-language students (one student is in the former course and ten are in the "Writing Seminar" course). "Study Hall" is programmed for students, enabling ELL students time to keep pace with their course work. Graphic organizers and Smart Boards are utilized across departments, and tutoring is readily available throughout the week in various disciplines.
6. The teachers of former ELL students are notified, and report cards are analyzed to detect student progress. Students are provided testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.
7. More push in ESL will be considered for ELL students.
8. At this time no service or program for ELL students is under consideration for discontinuance.
9. All students are provided the opportunity to participate in a number of after-school clubs, including the Chess, Foreign Languages, Boxing, Music, and Sazon Latino clubs among others. Students are also provided the opportunity to participate in sports teams, including the boys' baseball team, and the girls' basketball and softball teams.
10. The instructor and the school will explore the feasibility of using computer programs, such as the "My Access Plato," "Excell 3000," "Achieve," and "Fast Track" programs for selected students.
11. Native Spanish Language Arts courses are offered, including a "Heritage Spanish 5" course. The school is considering AP Spanish for 2011. Spanish bilingual dictionaries are available, and the school has a Spanish bilingual library in the NLA classroom. The school has a very active Sazon Latino club, which celebrates Latino culture in numerous activities (such as students making pinatas for the holiday season). The Foreign Languages club also celebrates the Spanish language, by focusing on a free exchange of Spanish and Japanese. Students engage in activities such as designing a comic strip in Spanish based on a Japanese manga.
A Spanish-speaking counselor is available, and much of the support staff (two secretaries and a school aide) are Spanish-speaking. One of the assistant principals, who is also a licensed social worker, is also Spanish-speaking. The Parent Coordinator is Spanish-speaking as well.
12. ELA skills are emphasized across the curriculum in the ELL class, and authentic but accessible English-language literature is read.
13. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students.
14. Students can study Spanish or Japanese.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here C. We do not have a Dual Language program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here D. 1. The guidance counselors, assistant principals, and the principal inform the ELL teacher when professional development opportunities become available. Mr. Alex Ramos of New Visions for Public Schools also has contact with the ELL teacher about professional development opportunities. The teacher attends such professional development sessions when possible.

2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers his own diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students.

3. Grade level meetings are held monthly, and the ELL teacher informs other staff about the needs of ELL students. During weekly department meetings, the ELL teacher will visit different departments to review strategies in supporting ELLs. The ELL teacher also conducts workshops for the staff on "Staff Development" days.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here E. 1. Parents of ELLs are afforded the opportunity to participate in the School Leadership team and the Parents' Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are actively involved in attending the monthly PA meetings, where translation services for parents of ELLs are provided.

2. The school is partnered with New Visions for Public Schools. The PA is currently proposing ESL classes for parents of ELL students during the 2010-2011 academic year.

3. Surveys, such as the "Language Preference" survey and the "Program Model Option," are distributed to parents.

4. Efforts to meet the needs of the parents are made based on the survey results. For example, all documents sent to parents are translated into Spanish because over 60% of parents responded during the 2010-2011 academic year that they preferred Spanish in oral and written communications. Automated calls are made to these parents explaining the Spanish-language support at the school. The bilingual Parent Coordinator is very active in maintaining communication between parents and teachers.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2				2
Intermediate(I)										5	2			7
Advanced (A)										1			2	3

Total	0	0	0	0	0	0	0	0	0	0	8	2	0	2	12
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Math <u>ALGEBRA</u>	6		5	
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	5		2	
Physics				
Global History and Geography	2		2	
US History and Government	2		2	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here 1. This question does not apply to high school students.

2. According to the NYSESLAT data, students made dramatic gains in speaking and listening skills between their third and sixth years of ELL instruction. Gains in writing and reading were only incremental, and in some cases the students regressed slightly.
3. The slight gains or declines in reading and writing scores suggest fossilization. Therefore, there is an emphasis in the ELL class on reading, writing, and actively employing learner strategies to expand one's language ability.
- 4a). Students in higher-level Spanish courses do much better on exams in Spanish, but students in lower levels do about the same or slightly worse in Spanish.
- 4b) BCSM is a DY0 Assessment school. As well as the school-based evaluation during "Freshmen Orientation," the ELL teacher gives periodic assessments measuring student progress. The teacher uses these results to inform instruction. For example, the ELL students did very poorly on the school-based assessment, which involved Parts 3 and 4 of the English Regents. However, the students displayed better reading comprehension on the teacher's assessment (similar to Part 3 of the Regents), indicating that the type of literature is very important in ELL learning.
- 4c) The strengths and weaknesses of ELL students are identified. Support is provided by the availability of bilingual dictionaries.
5. We do not have a dual language program.
6. We measure our success by results on the English Regents, other Regents exams, the NYSESLAT, and student performance in their content-area classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Bronx Center for Science and Mathematics					
District:	9	DBN:	09X260	School	320900011260	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.2	90.4	90.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	130	145	131				
Grade 10	117	113	117				
Grade 11	104	89	96				
Grade 12	68	82	79				
Ungraded	0	1	0				
Total	419	430	423				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	98.2	98.0	98.1

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	81.2	80.9	80.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	1	8	1

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	17	11	Principal Suspensions	6	11	0
# in Collaborative Team Teaching (CTT) Classes	11	14	23	Superintendent Suspensions	7	6	5
Number all others	9	12	15				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	23	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	5
# receiving ESL services only	15	15	TBD	Number of Educational Paraprofessionals	0	0	2
# ELLs with IEPs	2	11	TBD				

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	4	10	36	% fully licensed & permanently assigned to this school	100.0	100.0	87.5
				% more than 2 years teaching in this school	14.3	34.8	69.2
				% more than 5 years teaching anywhere	14.3	39.1	42.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	74.0	76.9
American Indian or Alaska Native	0.7	0.2	0.0	% core classes taught by "highly qualified" teachers	88.2	97.7	79.3
Black or African American	27.2	21.9	23.4				
Hispanic or Latino	65.6	70.9	69.0				
Asian or Native Hawaiian/Other Pacific	5.5	6.0	6.6				
White	1.0	0.7	0.9				
Male	46.8	48.8	44.2				
Female	53.2	51.2	55.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: -

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	-	
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient						
Economically Disadvantaged				v	v	
Student groups making				4	4	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	69.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	9.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	17.7	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	39.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 09X260

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	269849	218835	488684
2. Enter the anticipated 1% set-aside for Parent Involvement:	2698	2188	4886
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	13492	*	
4. Enter the anticipated 10% set-aside for Professional Development:	26984	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

87

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Provide individualized teacher support by sending teachers to professional development workshops. Assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			226673	✓	10-18 and 28-42
Title I, Part A (ARRA)	Federal	✓			216646	✓	10-18 and 28-42
Title II, Part A	Federal			✓	N/A	N/A	N/A

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			✓	N/A	N/A	N/A
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			57131	✓	12-18; 20-22; and 28-42
Tax Levy	Local	✓			1568978	✓	10-18; 20-22; 26-43; 46-47; and 49-61