



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : BRONX MATHEMATICS PREPARATORY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08x375

PRINCIPAL: MARK D. CLARKE **EMAIL:** MCLARKE6@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mark D. Clarke	*Principal or Designee	
Derrick Brown	*UFT Chapter Leader or Designee	
Santana Maldonado	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jamal Oliver	CBO Representative, if applicable	
Kyra Narain	Teacher	
Cherise James	Teacher	
Diana Miranda	Parent	
Juan Garcia	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 we will improve on our scholars' performance in mathematics as evidenced by the Progress Report. Number of scholars that perform at a level 3 or 4 will meet or exceed the citywide average as evidenced by the Student Performance section of the Progress Report. Average Student Proficiency will also meet or exceed the citywide average as evidenced in the Student Performance section of the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the Progress Report and the results of the State assessments, we were well below our peer schools average in mathematics and will focus to improve on our scholars' abilities. BRONX MATH is a Title 1 school that scored a C (27.4 overall score) in 2009-2012 and dropped slightly to a C (overall score of 25.1) in 2010-2011. On the 2010-2011 Progress Report the school scored a D (4.3 out of 25 points) in their Performance score and a D (13.7 out of 60 points) in their Progress grade. According to the last QR the school is a "Developing" school and it's State accountability status (NCLB status) is "In Good Standing" but is an "Improvement (year 1) comprehensive" school according to the school's Accountability Overview Report (Report Card) for not making AYP in the identified subject- ELA- for the following subgroups: All students, SWD, Black, Hispanic, Economically Disadvantaged.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal.
 - a) Station teaching and/or small group instruction that targets the specific needs of scholars for that unit of study
 - b) We have hired a full time data specialist who works with the math department on pacing and tracking scholars
 - c) This year teachers were involved in creating and implementing their Units of study
 - d) Pacing charts have been created and implemented

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide materials and training to help parents work with their children to improve their achievement level. Working with Leadership Program to ensure that the needs of the parents are met in order to meet the needs of the scholars.

Creating family meetings at times that are more conducive to parents (evenings)

e.g. Have a Parent/Family Mathematics Night at the School in which scholars and their adult family members work on real-world math problems and develop strategies to complete homework and study for exams.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers are involved in 2 ½ hours of professional development on Wednesday as well as 100 minutes of planning every day except Wednesday.
- Teachers may apply to go to workshops out of the building

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Through our 21st Century Grant we have 2 partners in the Leadership Program and the Sports and Arts Foundation that provides after-school and Saturday Program support. Through the 21st Century Grant we have an after-school program that includes enrichment programs and academic support. We have programming for after-school Monday – Friday and as well as a Saturday program that also includes academic supports, as well.

We have also received a Resolution A Grant from our local Councilperson and Borough President for a total of \$225,000. Our Resolution A Grant has provided us with Poly-Vision Eno Boards for each class, 1 to 1 ration of laptop to child in all classes, a desktop and printer in each classroom, a library/media center with 2 mini computer labs, a digital encyclopedia, a Smart Board, and a flat screen projection television. Scholars use technology daily to enhance instruction and are provides a rigorous classroom environment.

The CFY Grant we received has provided us with further technology for our scholars. This grant provided our 6th graders for the last two years with an at home learning center (desktop computer) in each 8th graders home. This grant also provides us with a technology intern and consultant that provides in class support to teachers and scholars. We are also training scholars to be members of the Mouse Squad. As a member of the Mouse Squad scholars are trained in troubleshooting technology, distributing technology, and providing in-class support to teachers and scholars.

As well, we have received the iLearn/iZone Grant from the Department of Education. This grant provides us technology software, upgrades to building wireless, and additional hardware for our school. We have software we can use in the class to enhance daily lessons. Our internet allows our scholars to do research and lessons on-line daily. We also have additional laptops and new wireless printers on each laptop cart.

As a Title 1 School we are using that monies to have an extended day and provide additional professional development support to scholars and teachers. Or extended day is Monday, Tuesday, and Thursday, which allow the school to have 100-minute blocks for Mathematics, Humanities and Science. We also are able to have PD once a week on Wednesday to support meeting the instructional expectations for the city.

We have also implemented the Citywide Instructional Expectations. – We have incorporated the CCLS aligned tasks in ELA and Math for all scholars. We currently use the Charlotte Danielson framework for increasing teacher effectiveness through more feedback on teacher instruction- teacher

inquiry work and Inquiry Team work to look at student work/data/and CCLS standards how our school is aligning the standards to our instructional practices. Our Faculty is involved in both internal and external (CFN and Central) PDs to support the implementation of the City-Wide expectations and CCLS Standards.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Scholars stay for extended day and receive 100 minutes of all major subjects as well as an advisory period and BEAM house structures.
- All staff stay for an extended period of 3 ½ hours a week besides the 37 ½ minutes Mon. - Thurs. to ensure that scholars are getting the extra support they need.
- Title1, 21st Century Grant and Fair Student Funding monies are used to support these initiatives.
- We have also received a Resolution A Grant from our local Councilperson and Borough President for a total of \$225,000. This grant is for technology hardware including laptops, printers
- The CFY Grant we received has provided us with further technology for our scholars. This grant provided our 6th graders for the last two years with an at home learning center (desktop computer) in each 6th graders home.
- As well, we have received the iLearn/iZone Grant from the Department of Education. This grant provides us technology software, upgrades to building wireless, and additional hardware for our school.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2012 we will improve our scholars' performance in ELA as evidenced by the Progress Report. Number of scholars that perform at a level 3 or 4 will meet or exceed the citywide average as evidenced by the Student Performance section of the Progress Report. Average Student Proficiency will also meet or exceed the citywide average as evidenced in the Student Performance section of the Progress Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the Progress Report and the results of the State assessments, we were well below our peer schools average in ELA and will focus to improve on our scholars' abilities. BRONX MATH is a Title 1 school that scored a C (27.4 overall score) in 2009-2012 and dropped slightly to a C (overall

score of 25.1) in 2010-2011. On the 2010-2011 Progress Report the school scored a D (4.3 out of 25 points) in their Performance score and a D (13.7 out of 60 points) in their Progress grade. According to the last QR the school is a “Developing” school and it’s State accountability status (NCLB status) is “In Good Standing” but is an “Improvement (year 1) comprehensive” school according to the school’s Accountability Overview Report (Report Card) for not making AYP in the identified subject- ELA- for the following subgroups: All students, SWD, Black, Hispanic, Economically Disadvantaged.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- 100 Book Challenge and its focus on comprehension skills.
- Station teaching and/or small group instruction that targets the specific needs of scholars for that unit of study
- We have hired a f-status person who works with the Humanities department on pacing and tracking scholars through Kids Pace and weekly awarding of certificates
- This year teachers were involved in creating and implementing their Units of study
- Pacing charts have been created and implemented

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide materials and training to help parents work with their children to improve their achievement level

e.g. Have reading and writing workshop that will teach families reading and writing strategies they can do with their children at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Teachers have 2 ½ hours of professional development each week as well as 100 minutes of planning. They are also given opportunities to attend workshops outside of the school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Through our 21st Century Grant we have 2 partners in the Leadership Program and the Sports and Arts Foundation that provides after-school and Saturday Program support. Through the 21st Century Grant we have an after-school program that includes enrichment programs and academic support. We have programming for after-school Monday – Friday and as well as a Saturday program that also includes academic supports, as well.

We have also received a Resolution A Grant from our local Councilperson and Borough President for a total of \$225,000. Our Resolution A Grant has provided us with Poly-Vision Eno Boards for each class, 1 to 1 ration of laptop to child in all classes, a desktop and printer in each classroom, a library/media center with 2 mini computer labs, a digital encyclopedia, a Smart Board, and a flat screen projection television. Scholars use technology daily to enhance instruction and are provides a rigorous classroom environment.

The CFY Grant we received has provided us with further technology for our scholars. This grant provided our 6th graders for the last two years with an at home learning center (desktop computer) in each 6th graders home. This grant also provides us with a technology intern and consultant that provides in class support to teachers and scholars. We are also training scholars to be members of the Mouse Squad. As a member of the Mouse Squad scholars are trained in troubleshooting technology, distributing technology, and providing in-class support to teachers and scholars.

As well, we have received the iLearn/iZone Grant from the Department of Education. This grant provides us technology software, upgrades to building wireless, and additional hardware for our school. We have software we can use in the class to enhance daily lessons. Our internet allows our scholars to do research and lessons on-line daily. We also have additional laptops and new wireless printers on each laptop cart.

As a Title 1 School we are using that monies to have an extended day and provide additional professional development support to scholars and teachers. Or extended day is Monday, Tuesday, and Thursday, which allow the school to have 100-minute blocks for Mathematics, Humanities and Science. We also are able to have PD once a week on Wednesday to support meeting the instructional expectations for the city.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Scholars stay for extended day and receive 100 minutes of all major subjects as well as an advisory period and BEAM house structures.
- All staff stay for an extended period of 3 ½ hours a week besides the 37 ½ minutes Mon. - Thurs. to ensure that scholars are getting the extra support they need.
- Title1, 21st Century Grant and Fair Student Funding monies are used to support these initiatives.
- We have also received a Resolution A Grant from our local Councilperson and Borough President for a total of \$225,000. This grant is for

technology hardware including laptops, printers

- The CFY Grant we received has provided us with further technology for our scholars. This grant provided our 6th graders for the last two years with an at home learning center (desktop computer) in each 6th graders home.
- As well, we have received the iLearn/iZone Grant from the Department of Education. This grant provides us technology software, upgrades to building wireless, and additional hardware for our school.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the principal and APs will conduct a total of 8 observations using a research-based framework to provide each teacher with feedback on their instructional practices.

Charlotte Danielson's Teacher Effectiveness Framework will serve as the guiding framework and rubric to help school leaders create a safe school culture of continuous learning and professional growth through more frequent and productive observation sessions.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - 1) Using the School survey, staff had stipulated that they were not getting feedback in a timely fashion.
 - 2) We purchased Teachscape for three reasons: Feedback to staff quickly and effectively, use of the Danielson Model and provide support for the staff professionally
 - 3) To support the administration with providing support to the staff frequently and quickly in order to the most effective.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We have developed a mentor committee that consists of our mentors, dean, UFT Chair, and APs. This committee meets twice a month to make certain we are in compliance with the mandates required for mentoring new teachers. Also, the committee works to differentiate the support for the new teachers and make certain they are getting what they need. APs are now engaged in all planning sessions regularly and teachers receive weekly feedback through learning walks, informal observations and a review of lesson and unit plans.

Scholar work is used to monitor and revise all curriculums, and inform all lessons. Through our inquiry team we are beginning to formalize a structure to collect scholar work weekly, review it for rigor, relevance, and standards while providing feedback during Instructional Team Meetings. Teachers are then to make those adjustments based on observation and scholar work feedback and we should see evidence in subsequent lessons.

We are continuing our weekly Professional Learning Communities on Wednesday and we are continuing to tailor it to focus on how to use data to inform instruction. As well, the Inquiry Team designs the structures and agenda for the Weekly PLCs and teacher leaders are the ones who coordinate the agendas as they know the needs of their colleagues based on their work in common planning. Teachers are also common planning four days a week with 100 minutes for planning time each day. This time is used to carefully craft lessons based on scholar work and the data generated from their work.

We have developed an observation schedule to meet the needs of teachers. We are using the TeachScope program to provide teachers instant feedback to promote development of their craft.

- Each week there will be targeted learning walks with feedback given to teacher teams about the trends observed in all classes
- Each week there will be targeted informal observations with individualized feedback in written and oral form
- All teachers will be observed formally at least twice a school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I funds were used to purchase the TeachScape program and the support to staff and administration through the observation process.
- Scholars stay for extended day and receive 100 minutes of all major subjects as well as an advisory period and BEAM house structures.
- All staff stays for professional development every Wednesday using our professional development set asides to provide them additional resources.
- Title1, 21st Century Grant and Fair Student Funding monies are used to support these initiatives.
- We have also received a Resolution A Grant from our local Councilperson and Borough President for a total of \$225,000. This grant is for technology hardware including laptops, printers
- The CFY Grant we received has provided us with further technology for our teachers including desktops in classrooms
- As well, we have received the iLearn/iZone Grant from the Department of Education. This grant provides us technology software, upgrades to building wireless, and additional hardware for our school.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	45	38	12	0	4	0	0	0
7	53	48	12	0	15	0	0	0
8	38	42	18	0	10	0	0	0
9								
10								

11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	100 Book Challenge and Apangea are used in small groups and individual programming. This occurs every day for 30 minutes in every Humanities Class Apangea
Mathematics	Apangea is used for 30 minutes every day in each mathematics class
Science	Reading Comprehension and Context Clues instruction for 45 minutes twice a week
Social Studies	n/a
At-risk Services provided by the Guidance Counselor	Small group instruction on the social-behavioral components as well as tutorials.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X375__ **School Name:** *The Bronx Mathematics Preparatory School*

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2 Restructuring Year 1
Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The area that we are in need of improvement is ELA for our SWD and Black and Hispanic males. We have not made adequate progress and must address the needs of all of our scholars.

Based on the Progress Report and the results of the State assessments, we were well below our peer schools average in ELA. BRONX MATH is a Title 1 school that scored a C (27.4 overall score) in 2009 - 2010 and dropped to a C (overall score of 25.1) in 2010 - 2011. On the 2010 - 2011 Progress Report the school scored a D (4.3 out of 25 points) in their Performance score and a D (13.7 out of 60 points) in their Progress score. According to the last QR the school is a "Developing," and we are not

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

To address the areas we performed at a developing we have instituted a School Wide assessment plan that creates trackers and allows us to pinpoint the specific needs of our scholars. At the beginning of each unit we give a pre-assessment to the scholars. This allows the scholars to set goals based on the content and skills that will be taught in the classroom. During the unit, two benchmark assessments are given to test the validity of the instruction and to inform us of the skills that are being attained by scholars. Finally, we give a post-assessment that allows us to see if the scholars have achieve mastery and again test the validity of the content and skills taught.

-Wilson - paraprofessionals and school aides will pull scholars throughout the day for ten minutes to work on word recognition, parts of speech, as well as breaking down words. Phonetic and high frequency word practice improves accuracy and automaticity. Controlled short phrases with taught word patterns and High Frequency / Sight words are practiced with connected text.

Longer phrases, presented in meaningful chunks to develop prosody, contain both taught and untaught elements. To further develop phrasing and expression, students practice a phrased version of a story and then read the un-phrased passage. Practice with enriched and decodable passages enhances listening and reading comprehension and vocabulary. Non-controlled decodable passages in the Basic Reader help students begin to transfer their emerging decoding skills to reading authentic text with support and with success. This program will be used for our Level 1 scholars who are struggling with decoding and comprehension.

-Achieve 3000 - is an interactive website that will diagnose the scholars and then work on the gaps to achieve grade level. Each component will address scholars at their Lexile level and then proceed to work on their specific needs. This will take place for SWD during two periods on Mondays, Tuesdays and Thursdays. All black and hispanic males will receive this support on Wednesdays and Fridays for an hour each day.

We have also given scholars with disabilities a self contained time in which they work on the academic gaps that we have identified and isolated.

-In ELA during the school day 38 Scholars With Disabilities are provided with AIS. -Services are provided in a small group instruction. Maximum Group Size is 12. -Performance Series and Acuity Data is used to target individualized instruction based on scholars' needs.

-In the After-School Program 20 scholars are provided with AIS services. Group Size range from 10 to 20 scholars.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

An Assistant principal is being paid with these monies to support and assist teachers. This administrator supervises the Humanities department.

Wilson program will be purchased to work with scholars that have a Level 1 and a percentile of less than 620.

Per Session for six teachers for two days a week for an hour each day. Beginning January 3rd through April 3rd

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

We have a mentor team comprised of the principal, lead teacher, retired teacher, all mentors and our union representative. We are using an experienced retired teacher as a mentor, as well as our lead teacher and our experienced teachers to mentor our 1st year teachers. We are providing classroom visits, PD's, conferencing and setting up inter-visitations for our 1st year teachers and any teacher who requests an inter-visitation.

Inter-visitations In Humanities classes to share best ELA Instructional Strategies based on data. Training on Achieve 3000 and the components of the program.(Scheduled for December 13th)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

A letter is being written to all families about the status of the school. In this letter the parents will be informed of the status, an explanation of

the status and the steps we are taking to improve this status. We will send it out in two languages as well as having it posted onto our website.
(English and Spanish) We will also have three meetings in January to discuss the status of the school and the change

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 08	Borough Bronx	School Number 375
School Name The Bronx Mathematics Preparatory School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mark D. Clarke	Assistant Principal Iris Denizac-Nadal
Coach Lisa Brady/ Compliance	Coach
ESL Teacher Sarah Strom	Guidance Counselor Lionel Saunders/Social Worker
Teacher/Subject Area Rosa Owens/Foreign Language	Parent
Teacher/Subject Area	Parent Coordinator Maritza Colon
Related Service Provider Susan Ramlal/Speech	Other Deidre Tabasko/Speech
Network Leader	Other Kim Harmon/IEP Coordinator

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	325	Total Number of ELLs	31	ELLs as share of total student population (%)	9.54%
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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. 

1. Once a student, who is new to the school system, arrives at Bronx Math the family is administered the Home Language Identification Survey (HLIS). The HLIS is administered by a trained pedagogue and the parent and students are interviewed. The pedagogue administering the HLIS is either our ELL teacher, Sarah Strom, our Compliance Coordinator, Lisa Brady, or our Assistant Principal, Iris Nadal. Our bilingual Parent Coordinator, Maritza Colon, also helps with translations if needed. If we have a student whose native language cannot be translated by our in house staff, then we will contact Translation and Interpretation Services through the Department of Education.

- If the home language is something other than English, the LAB-R is administered by our ELL teacher to diagnosis the student's proficiency. The LAB-R is given within 10 days of the student being admitted to the school. The majority of our newcomer students are native Spanish speakers. For these students, we administer the Spanish Lab-R within 10 days of the student being admitted to our school.

- Then the LAB-R is scored, an Entitlement Letter or a Non-Entitlement letter is sent home to the family announcing the student's entitlement to services or non-entitlement. The letter contains descriptions of the three language development support options available in New York City public schools. The letter is sent in the native language of the family whenever possible.

- o At the present time, 88% of our ELLs come from Spanish speaking homes. Our Assistant Principal, Iris Denizac-Nadal, and our Parent Coordinator, Maritza Colon, speak fluent Spanish and they work with families throughout this process.

- Families are contacted to come in for an orientation. During the orientation, parents watch a Parent Orientation video and discuss the ESL option available at our school as well as other options available within New York City schools. The orientation is held by the Parent Coordinator and the ELL teacher. The video is shown in the native language of the parents.

- After this orientation, families receive the Parent Survey and Program Selection Form in their native language.

- Families then have three days to complete the selection form, although most parents fill out the form after the orientation.

- o If families decide to stay with Bronx Math, the student is placed in our Freestanding ESL program.

- Based on their grade level and proficiency level, they receive language development support in either a Push-In model or through Pull-Out small group instruction by our ELL teacher.

- Every ELL in our Freestanding ESL program is administered the New York State English as a Second Language Test (NYSESLAT) during the testing period, usually April, to show progress gained throughout the year. The NYSESLAT will be administered by our ELL teacher. A letter is sent home in all necessary languages to ensure that parents are aware of the testing dates and a robocall is placed the evening before each component of the test. Our ELL teacher uses the students' names of off the RLAT and the RMNR reports from ATS as well as her knowledge of who the ELLs are in the school (in case we have recent admits without LAB-R scores in ATS). The ELL teacher begins NYSESLAT testing as soon as the testing window begins to ensure that all ELLs are tested in all four components regardless of occasional student absences. The first component of the NYSESLAT, speaking, is done individually throughout the testing window, but it is usually completed within the first week of the window. Three consecutive days are scheduled for each of the remaining components: reading, writing, and listening. The exam is administered by trained pedagogues. All students' modifications are given the appropriate accommodations.

2. The structures in place at our school to ensure that parents understand their program choices are:
- Entitlement letters are sent home to families describing the three program options.
 - Families are invited to an orientation within 10 days of the students' enrollment.
 - o The media center is available for parents to watch the video in native languages.
 - o Our Assistant Principal, Iris Denizac-Nadal, and our Parent Coordinator, Maritza Colon, speak fluent Spanish and are available to clarify families concerns and questions.
 - o The ELL teacher is also present to answer further questions and to provide information. The ELL teacher further explains the options and the amount of students necessary for our school to begin a bilingual program since that is the preference for some parents. The numbers of parents who prefer a bilingual program are tracked so that we can adopt a new program when the population reaches 15 students within 2 contiguous grades.
 - If the school does not receive the Parent Survey and Program Selection form within three days of the orientation, a phone call is made to the home. The Parent Survey and Program Selection forms are stored in a binder with other ELL data.
3. An Entitlement Letter or a Non-Entitlement letter is sent home to the family announcing the student's entitlement to services. The letter is sent in the native language of the family whenever possible. The ELL teacher, Ms. Strom, is responsible to distribute, collect, and maintain in an ELL binder all Parent Survey and Program Selection forms.
- We track that all letters go out to families after the LAB-R exam is graded and that all Parent Survey and Program Selection forms are returned within three days of attending an orientation.
4. After a student takes the LAB-R, the test is hand graded to determine the child's level of English proficiency.
- Based on the LAB-R cut scores, students are served as a Beginner/Intermediate or Advanced student for ESL support. If the student tests above the cut scores, they are not entitled to ESL services.
 - Once the test has been administered and graded, families are contacted (see above) and given information regarding the language development support options available. Placement letters are also distributed, and photo copies are maintained in the ELL binder.
 - o At the current time, since we do not have enough families in 2 contiguous grades requesting a Transitional Bilingual Program, we offer a Freestanding ESL program.
 - o We keep the parents' Program Selection letters on file and we inform the parents that if we receive a sufficient number of parents who prefer a bilingual program: 15 students on two contiguous grade levels who speak the same native language, then we will form a bilingual program.
 - o If parents prefer a bilingual program we will offer them a transfer option and assist them in finding an available placement in a bilingual or dual language program.
- For our students who are already in the system as ELLs, Continued Entitlement Letters are sent home in English and in the student's native language, if possible. This year, the letters were prepared and distributed by our ELL teacher. The student's entitlement is based on their NYSESLAT scores from the previous Spring.
5. The trend has been that some parents of newcomers do prefer the Transitional Bilingual Program, but most prefer Freestanding ESL. At present, 75% of our newcomer families prefer Freestanding ESL and 25% prefer Transitional Bilingual. Our newcomer ELL population is relatively limited and we currently only offer one program type. Regardless, the tendency of families is to stay with our school and become a part of the Freestanding ESL program. Many ELLs are not newcomers, so their parents prefer ESL support. Over the upcoming years, we will observe the growth of our ELL population to ensure that the program we offer is aligned to the requests of the parents.
6. Since we have ELLs at many proficiency levels, the program type is aligned to the wants of the majority of parents. However, if we continue to increase our newcomer ELL population in the upcoming years, then we will begin to offer a Transitional Bilingual Program. A letter will be sent out in the student's native language along with a phone call if a TBE or DL program should become available.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

Page 26

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	6

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	15	0	3	10	0	5	6	1	1		31
Total	15	0	3	10	0	5	6	1	1		31

Number of ELLs in a TBE program who are in alternate placement:

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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										

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							11	5	10					26
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	1	0					1
Haitian							0	0	0					0
French							0	1	1					2
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	0	1					2
TOTAL	0	0	0	0	0	0	12	7	12	0	0	0	0	31

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.

a. Instruction is delivered using both Push-In and Pull-Out organizational models.

b. In order to provide the required amount of service for each student based on their proficiency level, a variety of program models are used.

- Our recent newcomers are Pulled-Out in a Homogenous group four periods a week in order to provide support in Basic Interpersonal Communication Skills (BICS) as well as an introduction to academic language in English.
- Excluding these recent newcomers, the remaining ELLs are serviced Heterogeneously according to their grade level.
 - o Our ELL teacher pushes in to sixth, seventh and eighth grade classes in all content areas: Humanities, Math and Science.
 - o During these content classes, students are often placed in small groups to provide scaffolded instruction by the ESL teacher. At times, our ELL teacher pulls out small groups for extra support primarily on academic language, reading and writing skills.
- The duration and frequency of these sessions is based on the students' proficiency levels.

2. Our students are receiving the appropriate number of minutes per NYS CR Part 154.

- All beginning and intermediate students receive 360 minutes per week while advanced students receive 180 minutes a week.
- These minutes are being provided in a Freestanding ESL program by our full-time, certified ESL teacher.

3. During instruction, content area teachers with the help of the ELL teacher, use ESL methodology in a way that allows material to be more comprehensible. Examples of strategies used include: visual aids and realia, modeling, metacognition, bridging, graphic organizers, and contextualization. In addition, content area teachers stress vocabulary and pre-teach and assess vocabulary knowledge. Our newcomers are given native language support whenever possible and/or applicable. The level of individual or small group support is based on the needs of each student depending on their level of proficiency and self sufficiency. Instruction is given in English, with some native language explanations to support students' understanding. As an additional support, we use Apangea Math. Apangea Math is a internet program used to diagnose a student's level and differentiate activities based on student ability. ELLs are able to listen to the words in Spanish when needed. We are also beginning to use Achieve 3000. This is an additional internet based program that individualizes learning based on student ability. The program uses an online summative assessment to differentiate English Language Arts instruction to improve reading comprehension, writing skills, and vocabulary at the student's proficiency level.

4. All Spanish speaking newcomers are administered the Spanish Lab-R within the first 10 days of their entrance to the school. The majority of our population are Spanish speakers. From this exam, we are able to deduce a student's native language knowledge. In addition, students submit some assignments in their native language and our teachers assess their writing in the native language.

5. Regardless of the ELL subgroup involved:

- All students are flexibly grouped depending on their learning needs.
- All groups practise test taking skills and understanding testing formats.

A. Programming and Scheduling Information

- Instruction is scaffolded using ESL strategies.
- Students participate in a differentiated literacy program -100 Book Challenge.

a) At present we have one SIFE student. Our SIFE plan includes one on one conferencing, tutoring, and small group instruction. Our focus is on accelerating academic language through a variety of strategies. This particular student will also be receiving one on one tutoring in phonics and decoding. We offer AIS classes and after school programs for extra support.

b) Newcomers receive native language support through the use of our native language library, native language versions of textbook material, bilingual computer program and translation tools. Newcomers also receive extra instruction in testing formats since this may be new to them.

c) Our ELLs with 4-6 years of service receive focused instruction on academic language acquisition through guided reading and writing groups.

d) Our long term ELLs also receive help with academic language acquisition through guided reading and writing groups.

6. Many of the same strategies are used for ELL-SWDs such as increasing visual aids, using realia, modeling, metacognition, bridging, graphic organizers and contextualizing learning. ELL-SWDs participate in 100 Book Challenge, a program that tracks student progress and provides materials at a variety of reading levels. Content instruction to ELL-SWDs is at grade level, however material is differentiated and scaffolded. In addition to working with our ELL teacher, ELL-SWDs are seen by a variety of service providers as per their IEP. Students are serviced in the least restrictive environment possible. Most ELL-SWDs are instructed in ICT classrooms. Our Speech providers and Guidance Counselor carefully plan and adhere to their schedules so that all ELL-SWDs receive the amount of minutes per the student's IEP. These students are either pulled out of the classroom or the service provider will push in. In addition, we have a 12 to 1 class instructed by our IEP Coordinator per the student's IEP. There are three mandated periods per week where our ELL-SWDs receive instruction in ELA and Math in a small group setting. Ms. Harmon, our IEP Coordinator, ensures that all students receive the services mandated.

7. Students who are ELL-SWDs receive content instruction in ICT classes with one licensed content teacher and one licensed Special Education teacher as per their IEP. Students also are served by a certified ESL teacher based on their proficiency level per CR Part 154. The ESL teacher serves students as either the third co-teacher in a classroom, through station work, or in small group instruction.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

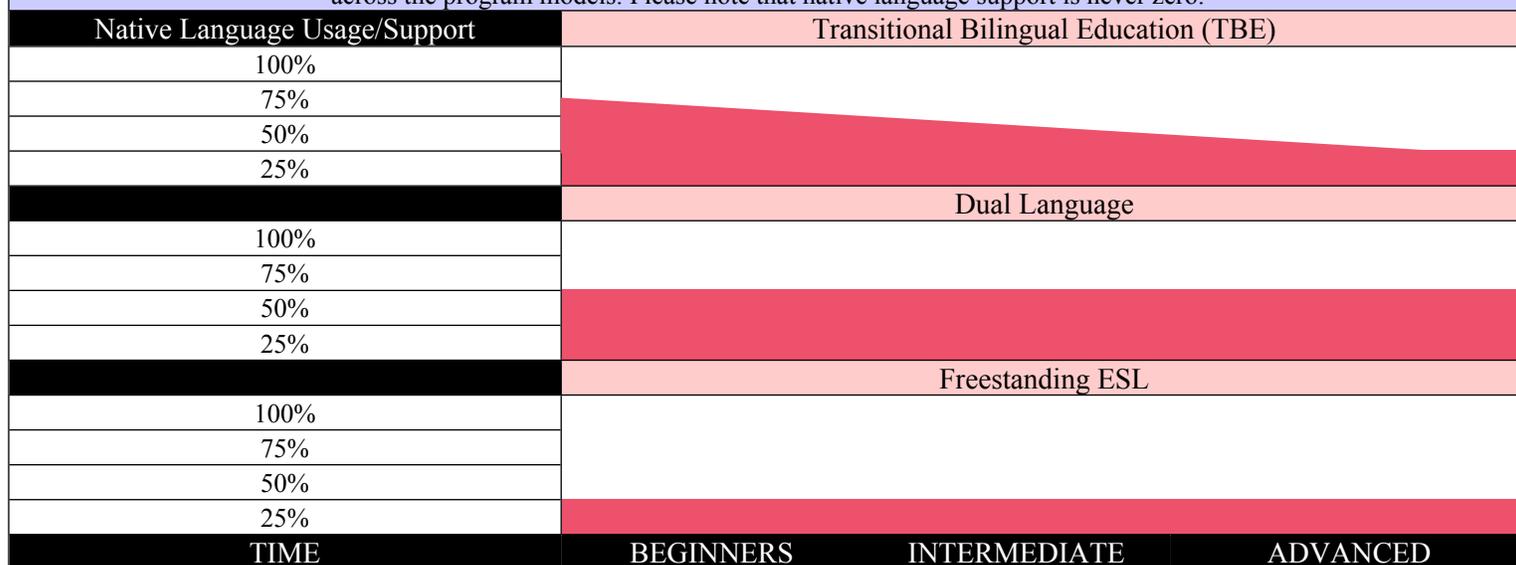
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

8. For all proficiency levels, we obtain data through one to one conferencing using the IRLA assessment model and then target a student's instructional level via 100 Book Challenge. We are also use Apangea Math to strengthen skills in Math. Our school does not separate English and Social Studies. Instead, students are taught Humanities. During Humanities, students will be using Achieve 3000. Achieve 3000 is a computer program that adapts to the student's ability level. All texts within the program are non-fiction and designed to be at the interest level of the student regardless of the difficulty level. Achieve 3000 also includes Spanish support options and intervention options. Students are instructed using a variety of scaffolding techniques. Students also work in small groups or at a station with the ELL teacher in order to target each student's needs. Students are also invited to after school content area tutoring. In Science, newcomers and beginners are given textbooks in their native language.

9. For two years following a score of proficient on the NYSESLAT, we provide students with extra support in co-teaching classroom environments. Students are also offered academic supports during the afterschool program.

- These students are also given testing accommodations along with the current ELLs for all Acuity and NYS tests.

10. We are ordering and will be implementing the programs Achieve 3000 and Right to Learn in order to engage ELLs and promote increase proficiency in Reading and Writing.

11. No programs will be discontinued.

12. Our community coordinator ensures that all students are aware of the programs we offer after school. We have a Scholar LYFE rally in which all programs are introduced and scholars sign up for what they are interested in. We send out information to parents by mail and follow up by robo calls informing the families of the programs. These programs are for all students including the ELLs. Many ELLs participate in these programs. Since many of these programs are kinesthetic or artistic they appeal to ELLs in particular.

• We offer programs afterschool and on Saturday such as: yoga, dance, weight training, jogging, football, basketball, Girl Scouts and academic intervention in all subject areas. The goal of these programs is to allow students a safe opportunity for physical/social/academic experience since the neighborhood is not always a positive environment.

13. We use a variety of instructional material, such as:

- For our Newcomer population in particular, we have ordered materials in Spanish for Humanities, Science and Math.
- Every student has a bilingual dictionary.
- Students have access to the computer program from Apangea (math), Acuity teacher-generated lessons and exams, and soon will have Achieve 3000 and Ready to Learn.
- All classrooms are equipped with ENO board technology to provide all students with more visuals during the presentation of new material and the opportunity to interact with the screen.
- Content teachers use graphic organizers to scaffold key concepts and aid in the writing process.
- Our ELL teacher uses the NY Public Library website program Tumblebooks and the website Brainpopesl.com. Brainpopjr.com is also used for topical videos to introduce a unit or lesson.
- Prior to NYSESLAT testing, students are given practice with test format via NYSESLAT test prep books.

14. Native language support is provided as part of the Freestanding ESL program through the use of native language reading materials, bilingual glossaries, computer programs in dual languages, online translation tools, and textbook excerpts in Spanish.

B. Programming and Scheduling Information--Continued

8. 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.
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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?

1. It is a goal of our school to create a sense of community. In order to work towards this goal, we welcome parents to attend family orientations, parent teacher nights, scholar achievement celebrations, monthly PTA meetings, and monthly workshops. Parents are free to come to the school to meet with teachers, our Parent Coordinator or any other administrator to discuss the needs of their children. We are also in the process of creating class websites so that all parents are able view class updates and assignments. We have numerous in-house staff that are English-Spanish bilingual who help our ELL students and their families during parent teacher nights, IEP meetings, and orientations. All school notices and program information are written in the native language of the families.

2. Our school partners with The Leadership Program to provide workshops and services open to all parents, including ELL families. Additionally, we try to include other services for our students' families, such as having a representative from the New York Public Library on site during parent teacher nights to offer library cards and fine removals. Our Parent Coordinator also provides information about ESL classes offered in the New York Public Library. Our Parent Coordinator is bilingual and regularly available to make sure parents stay informed in their native language. Our ELL population is primarily Spanish speaking. The few ELL families that are not Spanish speakers tend to have a parent or guardian that is fluent in English for translation support.

3. At the beginning of the school year, our Parent Coordinator sends a survey home to every family. The survey is in English and Spanish. The Survey is from The Leadership Program and it outlines many topics that may be of interest to parents such as: parenting skills, health, art, academic and employment tools, and issues that our students may be dealing with (bullying, gangs, drug abuse, . . . etc.) Once the school receives this survey back, workshops are planned based on parent interest. Our Parent Coordinator also communicates with families via phone or in person. During these interactions she is able to evaluate the needs of many parents. Our Parent Coordinator is bilingual in Spanish and English so she is able to work with the majority of our ELL families in their native language. In addition to the usual parent teacher nights held at Bronx Math, teachers also call the families of their students regularly.

4. As described above, our parental workshops are chosen based on feedback received from a survey as well as other issues that come up throughout the school year. Based on parental needs, this year we are hosting workshops on gang awareness, stress management, personal organization, conflict and anger management, health and fitness, and creativity.

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)?

NA

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.

1. Content area teachers are encouraged to attend professional developments that address ELLs and other struggling students. Our ELL teacher attends professional development sessions offered by the district and by the DOE office of ELLs multiple times a year. These professional developments address issues such as compliance, supporting language objectives, interpreting data, and building background knowledge. Our Speech providers also attend annual conferences and cultural workshops that address the needs of ELLs. The Parent Coordinator is encouraged to attend Professional Developments that help her support our ELL families. She attended a workshop on

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2. We advise our staff on the barriers that ELLs face to encourage patience and empathy. Teachers are shown test scores from NYSESLAT modalities so they can target their instruction to meet students' needs. Our ELL teacher is in the classroom of every teacher who teaches ELLs weekly or biweekly. Our ELL teacher is always available to offer help and suggestions. In order to support the transition from junior high to high school, our ELL teacher and Guidance Counselor take personal interest in making sure our 8th grade ELLs are accepted to schools that will cater to their academic and emotional needs.
3. Every Wednesday we have an hour and a half of professional development. Throughout the course of the year, we plan to focus on ELLs during this professional development time in order to comply with Jose P. requirements. Our weekly professional development agendas are kept on our faculty website.

E. Parental Involvement

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Part V: Assessment Analysis

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.

1. Students are assessed via the leveled reading system 100 Book Challenge. In addition, we are currently beginning the Achieve 3000

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

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)							6	3	2					11
Intermediate(I)							2	1	8					11
Advanced (A)							4	3	2					9
Total	0	0	0	0	0	0	12	7	12	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1	0	0	3
7	2	2	0	0	4
8	5	3	0	0	8
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	1	2		1		0		4
7	4		0		1		0		5
8	6		3		0		0		9
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	4	3	3	2					12
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Students are assessed via the leveled reading system 100 Book Challenge. In addition, we are currently beginning the Achieve 3000 program. All students, ELLs included, take the Achieve 3000 Level Set test. This online assessment provides a Lexile measurement. The measuring scale is useful because it matches reader ability with text difficulty. Combining data from 100 Book Challenge and Achieve 3000 gives a baseline measure from which to track progress. Humanities teachers periodically conference with students individually to assess progress. Students are also assessed at least three times a year through the ELA accuity assessment. We use itemized breakdowns from the Accuity data to reflect upon which objectives need to be focused on for which students during station teaching in core classes. Also, core subject teachers consistently review homework and quiz data to group students into on track, mastery, and challenge groups. We offer Academic Intervention Services (AIS) during the school day as well as targeted after school tutoring. For students who need extra practice with testing formats, we use a NYSESLAT test prep program. In general, our ELLs tend to read below grade level. The students who approach grade level reading skills usually test proficient on the NYSESLAT. There are two main reasons for our ELLs reading level: Some are new to the language but have a solid foundation in their native language. These students will progress quickly over the course of a year or two. On the other hand, we have students who may lack a strong academic foundation in their native language or who have learning difficulties.

2. From analysing the NYSESLAT data, we can determine that many of our students are proficient or are moving toward proficiency in listening and speaking but are still developing in reading and writing. Given the statistics, there is a correlation between our ELLs scoring lower on the NYS ELA test than on all other subject areas. Students are more likely to score a Level 1 on the NYS ELA, while they may score a Level 2 or 3 on Math exams. The higher grades in Math may be partially due to the fact that students are offered test options in their native language. This is particularly true for our newcomer ELLs. In addition, we have some students with learning disabilities. Some of these students are proficient in Listening and Speaking, but Beginners in Reading and Writing due to their struggles with those skills.

3. Because students are still developing their reading and writing skills, we have put into place targeted reading and writing instruction for our ELLs in guided small group work. There is strong emphasis placed on the writing process, language conventions, and writing genres. For reading instruction we emphasize text connections, context clues, comprehension and fluency. This focus occurs during all Humanities classes, AIS, and throughout the ESL pullout/push in sessions.

4. Our data from the NYS Math and NYS ELA exams reflect that Math is often more comprehensible for our ELLs. The NYS Math scores are distributed amongst Level 1, 2, and 3 in every grade. However, the NYS ELA scores tell a different story. In each grade, 60% of our ELLs score a Level 1 and 40% score a Level 2. Our ELLs are struggling with their reading and writing skills as evidenced by these scores.

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

School Name: <u>The Bronx Mathematics Prep.</u>		School DBN: <u>08x375</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark D. Clarke	Principal		12/19/11
Iris Denizac-Nadal	Assistant Principal		12/19/11
Maritza Colon	Parent Coordinator		12/19/11
Sarah Strom	ESL Teacher		12/19/11
	Parent		
Rosa Owens	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		
Lisa Brady/Compliance	Coach		12/19/11
	Coach		
Lionel Saunders/Social Worker	Guidance Counselor		12/19/11
	Network Leader		
Kim Harmon	Other <u>IEP Coordinator</u>		12/19/11
Deidre Tabasko	Other <u>Speech Provider</u>		12/19/11
Susan Ramlal	Other <u>Speech Provider</u>		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08x375 **School Name:** The Bronx Mathematics Preparatory

Cluster: 06 **Network:** 608

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.

Our school's written translation and oral interpretation needs are assessed based on the Parent/Guardian Home Language Identification Surveys (HLIS). All information collected from the HLIS is entered into ATS. In addition, at the start of the next marking period, we will distribute the Preferred Language Form to all parents at the beginning of the school year. Currently, 60.3% of our population is Hispanic, so we are aware that a considerable proportion of our families require Spanish language translations of important documents, notices and assistance during Parent-Teacher meetings. We do have some parents who speak languages other than Spanish at home, however these families also are bilingual in English.

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

From our data collected in ATS, we are aware of a high population of students with Spanish as their home language - 60.3% of our population. These findings have been reported to the community by providing messages on our school website in English and in Spanish and by providing robo calls in both languages. We have members of our school community on-site ready to translate and help all families stay informed.

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.

We have in-house staff who are capable of translating written documents from English to Spanish. We also are aware and use the many translated documents available on the NYC Department of Education website. If we have a lengthy document that needs to be translated or if we find in the future that we need a document in a language other than Spanish, we will request the translation from an outside source.

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.

Our oral interpretation services are provided by in-house school staff, including our Parent Coordinator and Assistant Principal. We provide robo calls in English and in Spanish to keep families informed of day to day events. During Parent Teacher conferences, IEP meetings, and discipline meetings, staff members are available to translate. Monthly workshops and PTA meetings are facilitated by our bilingual Parent Coordinator. If we do not have a translator that can meet the needs of our families, then we will contact the Language Translation and Interpretation Unit.

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>.

In order to fulfill Section VII of the Chancellor's Regulations A-663 we will do the following: provide oral and written translation services by in-house staff or by an outside source if needed, collect Preferred Language Forms from all families, maintain primary language data in ATS, provide critical letters and critical documents in translation including the Bill of Parent Rights and Responsibilities, and certain school staff will attend training on language support.

