



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** BRONX HIGH SCHOOL OF SCIENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X445

**PRINCIPAL:** VALERIE REIDY      **EMAIL:** VREIDY@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**

**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
Valerie Reidy	*Principal	
Jerry Eng	*UFT Chapter Leader or Designee	
Anne Reingold	*PA/PTA Co-President	
Cary Sheren	*PA/PTA Co-President	
Patricia Robinson	DC 37 Representative	
Suah Chen	Student Representative	
Rafid Azad	Student Representative	
Adam Stern	Co-President/Parent Member	
Lisa Rocchio	Co-President/CSA Representative	
Alexander Thorp	Teacher	
Andrew Nasser	Guidance Counselor	
Bijou Miller	Parent Representative	
Elaine Kopp	Parent Representative	
Fredric Schorr	Teacher	
Geraldine Baum	Parent Representative	
Irene Goodman	Teacher	
Jon Cruz	Teacher	

Nancy Litsas	Parent Representative	
Nick McConnell	Teacher	
Rama Chitti	Parent Representative	
Zach Lynn	Teacher	

## **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**

Increase the number of students graduating with Advanced Regents Diplomas with Honors in 2011-12 by 2% over 2010-11.

### **Comprehensive needs assessment**

An analysis of our most recent Progress Report revealed that our un-weighted graduation rate was as high as possible, and that the only way to improve relative to our peer group was to improve our *weighted* graduation rate. Given the relative weights of different graduation and discharge codes, the most effective way to improve our weighted graduation rate is to ensure that all possible students receive an Advanced Regents Diploma with Honors, which carries the highest weight.

### **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:
  - Guidance counselors will work with students to emphasize the importance of obtaining an Advanced Regents Diploma with Honors. Additionally, they will pay particular attention to subgroups of students that have not historically received one.
  - Supervisors will work with teachers and guidance counselors to ensure the following:
    - Students who enter Bronx Science with an Integrated Algebra Regents Score of less than 85 will be encouraged to retake the exam after receiving additional tutoring and support. Only the highest score is used in computation of eligibility for Advanced Regents Diploma with Honors.
    - All Middle School records/transcripts will be evaluated thoroughly to identify potential trends that might result in the in a student not receiving the Advanced Regents Diploma with Honors. This analysis will be undertaken for different subgroups as well.
    - Students who are close to meeting requirements for an Advanced Regents Diploma with Honors as they enter their last set of exams will be identified and notified of that fact. They will also be provided with tutoring where appropriate in preparation for these exams.

### **Strategies to increase parental involvement**

- We do not receive Title I funds.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at The Bronx High School of Science meet HQT requirements.

### **Service and program coordination**

- This goal requires no service and program coordination with other agencies.

**Budget and resources alignment**

- It is anticipated that no budgetary resources will be required to achieve this goal. In terms of human resources, this goal relies most heavily upon the Assistant Principals and the Guidance Department. We will use TL FSF for all salaries and per session as needed.

## 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**

Increase the frequency and intensity of interdepartmental collaboration by creating at least two exemplars of interdisciplinary collaboration in core academic courses.

### **Comprehensive needs assessment**

- The Common Core State Standards require that all disciplines except mathematics incorporate nonfiction reading and writing at a sufficient level of text complexity. Achieving this goal will require collaboration between teachers to ensure that the methods of understanding complex texts are reinforced across classes. As a first step in developing this necessary collaboration and incorporation of complex nonfiction text, teachers must begin to collaborate on a smaller scale well in advance of Common Core Assessments
- Teachers have remarked that students frequently fail to make connections across disciplines. This goal is an attempt to address that area of teacher concern.

### **Instructional strategies/activities**

- Teachers of the same grade will brainstorm areas for possible collaboration during professional development. In some cases, collaboration will result in a team-taught course or unit, and in other cases collaboration will result in lessons that build on material covered in other classes and explicitly reference that material.
- Assistant Principals and teachers will identify areas for possible collaboration.
- The effectiveness of these collaborations will be evaluated using classroom exams and, where appropriate, DY0 periodic assessments. Teachers design these exams.
- Interdisciplinary courses will run in September 2011. Other forms of unit- or lesson-specific will be developed in September 2011 and piloted in the Spring semester.
- Sub-committees (i.e. Inquiry Teams, Best Practices Committee) will address inter-departmental collaboration.

### **Strategies to increase parental involvement**

- We do not receive Title I funds.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at The Bronx High School of Science meet HQT requirements.

### **Service and program coordination**

- This goal requires no service and program coordination with other agencies.

**Budget and resources alignment**

- It is anticipated that no budgetary resources will be required to achieve this goal. In terms of human resources, this goal relies most heavily upon the Assistant Principals and the Guidance Department. We will use TL FSF for all salaries and per session as needed.

### 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**

The Rate of Increase on PSAT Scores From 10th to 11th Grade Will Be Greater For the Class of 2013 than for the Class of 2012.

#### **Comprehensive needs assessment**

We noticed that students were not scoring as high on the PSAT as their academic records might have predicted. This test is especially important for 11<sup>th</sup> grade students because it also functions as the qualifying exam for National Merit scholarships. Since the PSAT has been administered to all Bronx Science students since Fall 2007, data is available on the rate of year-over-year change for each graduating class. Analyzing that data will help to improve PSAT scores, allow for targeted instruction in specific math and reading concepts and in test-taking strategies, and will also help master the reading comprehension skills necessary for mastery of state standards.

#### **Instructional strategies/activities**

- A junior-year afterschool prep class will be taught by TestTakers, a professional test-prep company that uses research-based strategies to ensure student success. In previous years, Bronx Science faculty had taught this class.
- PSAT-type problems will be incorporated into Math and English classes, and test-taking strategies will be modeled.
- Guidance counselors will stress the importance of the PSAT during group guidance sessions. Students will be trained to read and utilize their individualized data feedback reports.
- Where PSAT-type questions are infused into existing English and Math classes, teachers will play a role in developing the lessons and the methods of assessing their effectiveness.

#### **Strategies to increase parental involvement**

- We do not receive Title I funds.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at The Bronx High School of Science meet HQT requirements.

#### **Service and program coordination**

- This goal requires no service and program coordination with other agencies.

**Budget and resources alignment**

- It is anticipated that achieving this goal will have no budgetary impact. The after-school prep course will be paid for by the Alumni Association.

## ANNUAL GOAL #4 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 #4**

In 2011-12, introduce at least one non-fiction reading per semester in each Regents-level course that will be common across sections, and comply with Common Core text-complexity standards.

### **Comprehensive needs assessment**

This goal stems from a desire to align our curriculum with the Common Core Standards. Achieving mastery of assessments based on the Common Core Standards will require that English classes move towards a 50/50 ratio of fiction to nonfiction. Furthermore, it will require that other subjects (except Mathematics, which has its own standards) incorporate the reading of complex nonfiction texts into their curriculum. For example, in the Standards, the use of the *Federalist Papers* in both ELA and History classes occurs concurrently, so that students develop an appreciation for both the rhetoric of the document and the underlying historical tensions through which it was shaped.

Clearly, this goal requires some integration of content and methods between ELA and other departments. It also requires that non-ELA teachers begin to learn strategies for using complex nonfiction texts in a manner that scaffolds upon the comprehension methods that students learn in ELA classes. As a first step in achieving this goal, each Regents-level course will introduce one non-fiction reading.

### **Instructional strategies/activities**

- Incorporation of nonfiction texts will follow the research-based protocol suggested by David Coleman, a member of the development committee who addressed our staff during last year's Professional Development.
- Assistant Principals and teachers will consult to identify appropriate nonfiction (informational text) readings. Since the readings will be common across all sections of a course, questions about them can be included on the DYO assessments and midyear exam. Teachers take a lead role in developing these assessments.
- Appropriate nonfiction readings will be determined during PD at the start of the 2011-12 school year. Some will be incorporated during the Fall Term and tested on appropriate uniform exams, so that the process can be improved for other courses during the Spring term.

### **Strategies to increase parental involvement**

- We do not receive Title I funds.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All teachers at The Bronx High School of Science meet HQT requirements.

### **Service and program coordination**

- This goal requires no service and program coordination with other agencies.

**Budget and resources alignment**

- Teachers and Assistant Principals will be primarily responsible for achieving this goal. To the extent that this goal overlaps with the writing of DY0 assessments, money provided for that purpose will help support the achievement of this goal. Similarly, to the extent that some Inquiry Team work focuses on nonfiction texts, Inquiry Team money will support the achievement of this goal.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	11	0	0	0	0	0	N/A	6
<b>10</b>	0	0	0	0	0	0	N/A	3
<b>11</b>	0	0	0	0	0	0	N/A	2
<b>12</b>	0	0	0	0	0	0	N/A	3

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
<b>ELA</b>	<b>Small group tutoring after school on Fridays, with an English Teacher, focusing on reading comprehension and grammar.</b>
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	<p><b>Students receiving hearing services meet with the hearing specialist to receiving hearing support services during the school day on a weekly, biweekly, or monthly basis.</b></p> <p><b>Students receiving PT meet with the provider on a weekly basis in school.</b></p> <p><b>Students receiving OT meet with an outside provider off campus.</b></p>



**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 <b>Jie Zhang</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>445</b>
School Name <b>The Bronx High School of Science</b>			

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

Principal <b>Valerie J. Reidy</b>	Assistant Principal <b>Lisa Rocchio</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Boyoung Han</b>	Guidance Counselor <b>Shun Fang Chang</b>
Teacher/Subject Area <b>Zachary Lynn/Social Science</b>	Parent <b>Ann Reingold</b>
Teacher/Subject Area	Parent Coordinator <b>Cynthia Golan</b>
Related Service Provider	Other
Network Leader <b>Jie Zhang</b>	Other

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>16</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>3011</b>	Total Number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.07%</b>
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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. Initial assessment of students who might possibly be ELLs begins with administration of the home language questionnaire. Students who indicate that they speak another language or that their home language is not English are given the informal interview in English and in the second language. Students who do in fact speak a second language are then given the LAB-R, and appropriately placed based on those results. Lisa Rocchio, AP LOTE, conducts this initial assessment.
2. All information regarding program choices is provided in the parents' native language. Outreach to parents is handled by Lisa Rocchio, in conjunction with the student's guidance counselor. Meetings with parents to discuss program choices are held during the school day, and are scheduled as soon as an ELL student is identified.
3. Distribution of Entitlement Letters, and collection of Parent Survey and Program Selection forms are handled by Lisa Rocchio in consultation with the student's guidance counselor.
4. The procedure for placement would involve a student and parent meeting with Lisa Rocchio and the guidance staff, as well as the student's teachers. Following identification of specific strengths and weaknesses, an appropriately supportive ELL program would be determined. In all cases, parents would receive communication in their native language, through translation by either a Bronx Science faculty member fluent in the language or by a DOE provided translator.
5. While conducting initial interviews with students and parents, the Assistant Principal noted that parents were distressed at the possibility of their children being placed into ESL classes. All parents requested that their children NOT be given any ESL classes.
6. Yes. We have aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	0	0	0	0	0	0	2
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other 1														0
<b>TOTAL</b>	<b>0</b>													

**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 L	EP																		
Spanish	1																		1	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>																

**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
<b>TOTAL</b>	<b>0</b>									

**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														0
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

## 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 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?

## A. Programming and Scheduling Information

1. Instruction is delivered using a pull-out model and heterogenous grouping.
2. Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 1 ESL Class and 1 ELA Class daily every week.
3. • Content areas deliver instruction following the Standards
  - instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards.
  - Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues
4. Integrate technology to support writing instruction and motivate students to use written language to communicate.
  - Draw on their background experiences and encourage connections between academic concepts and students' own lives.
  - Connect with students' families and culture. Use engaging instruction.
  - Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners.
  - Vary assessment strategies.
5. We have only one subgroup, therefore are using the same method for both students.
6. We do not have ELL-SWD students.
7. We do not have ELL-SWD students.

### 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

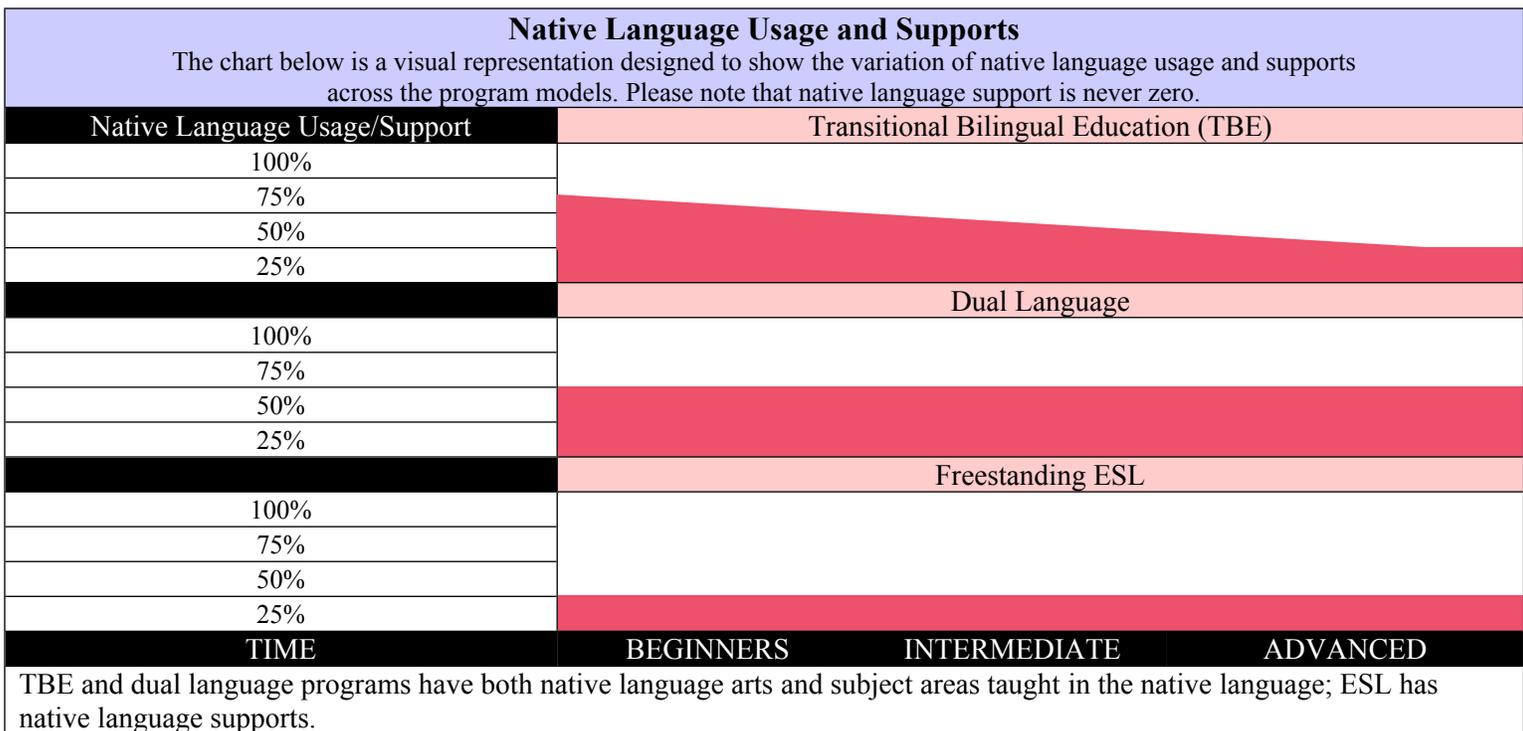
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



**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. We have no targeted intervention programs for ELLs in the Content Areas. Our two ELL students can, however, receive ESL support during our Small Group Instruction period.

9. These students can get two years of accommodations and an orientation for ELL students.

## B. Programming and Scheduling Information--Continued

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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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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. We have no targeted intervention programs for ELLs in the Content Areas. Our two ELL students can, however, receive ESL support during our Small Group Instruction period.
9. These students can get two years of accommodations and an orientation for ELL students.
10. As we had no ELLs in 2010-11, all ELL programming is new for this year.
11. No services will be discontinued.
12. ELLs are offered equal access to all school programs. Supplemental services are offered through programs funded under Title III.
13. Materials include:
  - Technology
  - Differentiated textbooks
  - Visuals
  - Use of alternative text materials in an audio form
14. Native language support is provided on a pull-out basis by teachers certified in the native language.
15. Yes, required services, support, and resources correspond to ELL's ages and grade levels.
16. Experienced ELLs will offer an orientation session for incoming ELLs.
17. None

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## 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. We will use title III monies to support our ESL and content teachers use best practices for ELL curriculum.
2. We provide support through faculty and department conferences.
3. The training takes place through faculty and department conferences

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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. Parent involvement at Bronx Science is generally high. We will use title III monies to include the parents of ELLs and will provide translation services.
2. No.
3. We evaluate the needs of the parents by contacting them for an informal interview.
4. Alignment is assured through informal conversations between our parent coordinator and parents of ELLs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### NYSESLAT Modality Analysis

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - 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.

- Our school uses class exams and informal measures to assess the progress of our ELLs, under the direction of Lisa Rocchio, AP LOTE.
- No patterns are revealed. There were no ELLs in 2010-11, and only two in 2011-12.
- No patterns are revealed.
- No patterns are revealed.
- We have no dual language program.

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 10X445      **School Name:** Bronx HS of Science

**Cluster:** DSSI 02      **Network:**

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

**Part A: Needs Assessment Findings**

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

Data was collected on home language from ATS in order to give us an idea of the range of languages spoken by parents. Furthermore, our parent coordinator has been at the forefront of communication, which allows her to assess needs quickly and respond to them. Any time that there is a school function or even a parent meeting, we either use an in-house translator or call DOE.

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.

Our research has revealed that there is a large need for translation, particularly in the Asian languages, reflecting the ethnic breakdown of our school. Findings were communicated to the school community during a faculty meeting, emphasizing the availability of translation services in facilitating parent contact.

## 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.

Our website, which contains copies of all parent documents, is available in machine translations. Additionally, material is translated in-house by secretaries and aides who are fluent in the language. These documents are proofed by foreign language teachers fluent in the language. All languages for which translation is necessary accommodated in this manner.

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.

At any school assembly, or during any one-on-one parent meeting, translation is available. In the most common languages, there is an in-house translator on staff. For others, translation services are requested from the DOE.

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>.

Notification is available via website and at all parent functions in all appropriate languages.