



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX CENTER FOR SCIENCE AND MATHEMATICS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X260

PRINCIPAL: EDWARD TOM EMAIL: ETOM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Edward Tom	*Principal or Designee	
Abel Vela	*UFT Chapter Leader or Designee	
Yamone Hurley	*PA/PTA President or Designated Co-President	
Ramon DeLaRosa	DC 37 Representative, if applicable	
Michelle Martinez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Barbara Gambino	CBO Representative, if applicable	
Carmen M. Rodriguez	Member/Parent	
Geniver Gray	Member/Parent	
Pearl Douglas	Member/Parent	
Carolyn Delgado	Member/Parent	
Anthony DelValle	Member/Parent	
Leslie Raimondi	Member/UFT	
Jaritza Abreu	Member/Student	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

Exceed New York City graduation and promotion rates of 68% by graduating over 85% of the class of 2013.

Comprehensive needs assessment

The mission and goal of BCSM since inception in 2005 is to graduate 100% of our scholars in 4-years with at least a New York State Regents diploma. This is an on-going goal that will constantly push us to move our organization from “good to great.” Our main focus is to make sure that all students (inclusive of Students with Learning Disabilities and English Language Learners) receive a superior educational opportunity.

Instructional strategies/activities

At BCSM we incorporate many research-based instructional strategies and activities in order to provide our scholars with differentiated instruction. We provide our students with low literacy skills with the Wilson Reading program as well as push-in, pull-out, and supplemental instructional support. Our school participates in DY0 Assessments that incorporates NYS Regents type questioning as well as SAT II and AP level questions. The BCSM administration and faculty are engaged in the adaptation of the Charlotte Danielson Framework for Effective Teaching through 4 cycles of mini-observations throughout the year. Teachers are provided frequent and accurate feedback on instructional practices throughout the year. Teachers will include their work with the Danielson Framework in the development of their annual SMART goals. Lastly, at BCSM we use monthly grade level team meetings to look at student work to identify skills deficiencies that need to be reinforced for student success in the classroom. The timeline for implementation is September 2012-June 2013.

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP) on pages 16 through 19.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

The Pupil Personnel Team (Assistant Principal/Social Worker, Guidance Counselors, and Academic Dean) at BCSM holds weekly meetings to discuss how we can leverage federal, state, and local services and programs to best serve the needs of our student population (especially those who are in temporary housing and foster care).

Personnel:

AP-Supervision	\$39108	Title I SWP (10% Highly Qualified Teachers)
Academic Dean	\$67738	TL Fair Student Funding
Department Coordinator(ELA)	\$35853	Title I SWP
Lead Teacher (Mathematics)	\$2291	TTL FSF Legacy Teacher Supplemental

Per Session:

Supervising Guidance Counselor - Patricia Klarl	\$27287	TL Mandated Counseling
Teachers	\$126501	Title I SWP & Grant \$

OTPS:

Textbooks	\$26096	TL NYSTL Textbooks
Library Books	\$2769	TL NYSTL Library Books
Software	\$4594	TL NYSTL Library Books

AP-Supervision	\$39108	Title I SWP (10% Highly Qualified Teachers)
Academic Dean	\$67738	TL Fair Student Funding
Department Coordinator(ELA)	\$35853	Title I SWP
Lead Teacher (Mathematics)	\$1815	TTL FSF Legacy Teacher Supplemental
Per Diem/Per Session:		
Teachers (Per Diem)	\$36034	Title I SWP
Teacher (Per Session)	\$126501	Title I SWP & Grant \$
Supervisor (AP-Supervision-Per Session)	\$10983	TL Fair Student Funding
OTPS:		
Professional Development(Title I 5%Highly Qualified)	\$13652	Title I SWP
Textbooks	\$26096	TL NYSTL Textbooks
Library Books	\$2769	TL NYSTL Library Books
Software	\$4594	TL NYSTL Library Books

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

Continue to improve teacher effectiveness by developing a shared understanding of instructional excellence by examining Charlotte Danielson's Framework for Effective Teaching.

Comprehensive needs assessment

The New York State and NYC implementation of Teacher Evaluation and Teacher Effectiveness Standards.

Instructional strategies/activities

Principals and APs will conduct 4-6 mini-observations & 1-2 formal formative observations for each teacher using selected components of a research-based (Danielson's Framework for Effective Teaching) rubric to provide meaningful feedback. Teachers self-assess on selected components of a research-based rubric. Teachers will be expected to integrate these components into their individual and departmental SMART goals for 2012-2013. A professional development committee consisting of administration, Department Coordinators and Lead teachers will develop and implement a coherent PD plan for teachers to integrate selected components of a research-based rubric. School administrators will set up and follow a schedule for teacher observation and feedback using a research-based rubric. Teachers will receive timely feedback at least 6-8 times throughout 2012-2013. Teachers are expected to incorporate feedback from post-observations into their annual SMART goals.

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP) on pages 16 through 19.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

The Pupil Personnel Team (Assistant Principal/Social Worker, Guidance Counselors, and Academic Dean) at BCSM holds weekly meetings to discuss how we can leverage federal, state, and local services and programs to best serve the needs of our student population (especially those who are in temporary housing and foster care).

Set Aside for CFN

\$41817

TL Children First Network

Personnel:

AP-Supervision (English & SS & SE & ESL)	\$108471	TL FSF & Title I SWP (10% Highly Qualified Teachers)
AP-Supervision (Math & Science & SE)	\$97735	TL Fair Student Funding
Academic Dean	\$67738	TL Fair Student Funding
Lead Teacher (Mathematics)	\$67738	TTL FSF Legacy Teacher Supplemental
Department Coordinator(SS)	\$67738	TL Fair Student Funding
Department Coordinator(Special Education)	\$67738	TL Fair Student Funding

Per Diem/Per Session:

Teachers (Per Diem)	\$36034	Title I SWP
Teacher (Per Session)	\$126501	Title I SWP & Grant \$
Supervisor (AP-Supervision-Per Session)	\$10983	TL Fair Student Funding

OTPS:

Professional Development(Title I 5%Highly Qualified)	\$13652	Title I SWP
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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

Coordinate and participate in a Critical Friends Group with 5 Principals in the Bronx to share best practices and support each other in meeting the citywide instructional expectations.

Comprehensive needs assessment

CFG Principals will assist each other with citywide instructional expectations, including the pedagogical aspects of the special education reform. The CFG Principals will ensure that: Teacher development focuses on supporting all students to meet the Common Core standards as well as the Danielson Framework for Teacher Effectiveness. Students will experience Common Core-aligned instruction across subjects. At BCSM, students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science. Ideally, all teachers in these subjects will implement Common Core-aligned units, but the Principal will select the teachers, courses, and number of units to meet this expectation (see implementation guidance). Each unit will provide points of access for all students and culminate in a performance task aligned to the Common Core. BCSM will upgrade existing units, engaging in cycles of inquiry and looking closely at student work to make adjustments to curriculum, assessment, and instruction. This work will be done in the context of the schools' current curriculum. Professional development, support and dedicated time will be provided to teachers in order to perform extensive curriculum revisions.

Instructional strategies/activities

- The Bronx Center for Science and Mathematics will participate in the A2I Mathematics Initiative through New Visions in order to align every unit of the Algebra curriculum to the Common Core Standards.
- In addition, we will participate in the monthly Professional Development Sessions in Common Core Learning Standards in Literacy offered by New Visions to ensure that we have eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.
- At BCSM we will integrate this work into our weekly Departmental Meetings by content area as well as our monthly Grade Level Team meetings.
- Principal and members of the leadership team will participate in 6-8 CFG meetings throughout the year with colleagues for the other 5 respective CFG schools to discuss and support colleagues in meeting and exceeding the citywide instructional expectations

The school leadership teams of each of the participating schools will explore in depth the following topics through scheduled learning walks: Rigor in the classroom (Danielson), effective questioning (Danielson), periodic assessments (Danielson) and differentiated lesson planning (Danielson) through the use of Universal Design for Learning (UDL).

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP) on pages 16 through 19.

ANNUAL GOAL #5 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 #5

100% of graduates will be prepared for post high school opportunities, e.g. 2 or 4 year college, vocational training, military placement, or the work force.

Comprehensive needs assessment

Compliance with the New York State and NYC implementation of the Common Core Learning Standards relating to making sure all graduates are college and career ready.

Instructional strategies/activities

Implement a Peer Mentoring program led by upperclassmen and recent alumni during our extended-day program. Students will remain in the program until their designated academic goals are met. Continue our partnership with College Now at Lehman College to prepare our scholars for the high school to college transition. Continue our partnership with Sponsors for Educational Opportunities (SEO) to prepare our scholars for the high school to college transition. Continue our partnership with GEAR UP to address the transition to high school for our incoming freshman. Set up regular meetings with Pupil Personnel Services and the special education teachers to discuss student performance and intervention strategies twice a month. Expand post-high school non-college opportunities for students.

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP) on pages 16 through 19.

Budget and resources alignment

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- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

The Pupil Personnel Team (Assistant Principal/Social Worker, Guidance Counselors, and Academic Dean) at BCSM holds weekly meetings to discuss how we can leverage federal, state, and local services and programs to best serve the needs of our student population (especially those who are in temporary housing and foster care).

Set Aside for CFN \$41817 TL Children First Network

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Library Books	\$2769	TL NYSTL Library Books
Software	\$4594	TL NYSTL Library Books

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • CTT support services, • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring 	<ul style="list-style-type: none"> • Push-in support services, • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring 	<ul style="list-style-type: none"> • during the school day • during the school day • before/during/after school • after school and/or Saturday • during the school day
Mathematics	<ul style="list-style-type: none"> • CTT support services, • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring 	<ul style="list-style-type: none"> • Push-in support services, • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring 	<ul style="list-style-type: none"> • during the school day • during the school day • before/during/after school • after school and/or Saturday • during the school day
Science	<ul style="list-style-type: none"> • CTT support services, • One-to-one tutoring, • Peer-mentoring, • Small Group tutoring, • Saturday Academy 	<ul style="list-style-type: none"> • Push-in support services, • One-to-one tutoring, • Peer-mentoring, • Small Group tutoring, • Saturday Academy 	<ul style="list-style-type: none"> • during the school day • before/during/after school • after school and/or Saturday • during the school day • after school and/or Saturday
Social Studies	<ul style="list-style-type: none"> • CTT support services, • One-to-one tutoring, • Peer-mentoring, • Small Group tutoring, • Saturday Academy 	<ul style="list-style-type: none"> • Push-in support services, • One-to-one tutoring, • Peer-mentoring, • Small Group tutoring, • Saturday Academy 	<ul style="list-style-type: none"> • during the school day • before/during/after school • after school and/or Saturday • during the school day • after school and/or Saturday

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Datacation Online Tracking, • One-to-one, • Crisis Intervention • Individual and/or group counseling, • Referrals to hospitals and/or C.B.O. 	<ul style="list-style-type: none"> • Datacation Online Tracking, • One-to-one, • Crisis Intervention • Individual and/or group counseling, • Referrals to hospitals and/or C.B.O. 	<ul style="list-style-type: none"> • during the school day • during the school day • before/during/after school • before/during/after school • before/during/after school
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The BCSM have a long standing partnership with Teach for America, NYC Teaching Fellows, New Vision's Urban Teacher Residency (UTR) Program and the Office of Teacher Recruitment & Quality-New York City Department of Education; where we often find Highly Qualified Teachers to hire. At BCSM we work hard at providing individualized differentiated teacher support by sending teachers to professional development workshops unique to their strengths and weaknesses (for example, ASCD, NCTM, and NTCE Conferences). We assist teachers with NYS Certification and NYC Teacher Certification Requirements by working closely with Human Resources at the NYC Department of Education, our PSO-New Visions and our designated CFN.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY

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

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

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

1. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Develop the plan collaboratively with parents throughout the year during monthly PTA meetings.
2. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Allow parents monthly to hold an open forum for voicing concerns and recommendations for improvement with the administrative team.
3. The Bronx Center for Science and Mathematics will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Parent workshops and parent orientations
 - Provide parents with progress reports via the Skedula Internet program
 - Develop a system of communication between the parents and the school community
 - The Bronx Center for Science and Mathematics will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through parent workshops
4. The Bronx Center for Science and Mathematics will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - During the end-of-year PA meeting we will celebrate and reflect on the strengths and areas in need of improvement for the school parental involvement policy.
 - Data collected will be analyzed by the School Leadership Team and the recommendations that are found to be of greater importance would be integrated into the following years Parental Involvement Policy.
5. The Bronx Center for Science and Mathematics will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

The on-site PTA office will be equipped with computer and internet access for parents to monitor and research their child's academic progress on a web-based program called Skedula by Datacation online grading system.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing guest speakers to present on topics of interest/need to the parent community; using the monthly Parent Association meetings to offer parents guidance and support with financial literacy, the college application process, Skedula training, and parenting skills workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Inviting parent leaders to participate in regional and city-wide parent leadership training workshops so they can conduct workshops during monthly staff meetings or professional development workshops and at open-house events with prospective students and parents
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Empowering the parents to research and engage in community outreach to CBOs that can provide parents and the school with the necessary support services to drive increased parental involvement.
- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:
 - Providing students with monthly bilingual parent updates, including Parent Association meeting agendas and special event notices; and regular notifications through the School Messenger telephone system

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times,
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Signature of PTA President on the CEP. This policy was adopted by the The Bronx Center for Science and Mathematics on 06/2011 and will be in effect for the period of September 2012- June 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2012.

***REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED***

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.

SCHOOL-PARENT-STUDENT COMPACT

PLEDGE BY THE BRONX CENTER FOR SCIENCE AND MATHEMATICS

The Bronx Center for Science and Mathematics, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

The Bronx Center for Science and Mathematics will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by:
 - a. offering extensive professional development on curriculum mapping and lesson planning providing teachers with common planning time within departments weekly.
 - b. conducting timely and thorough observations and feedback to teachers
 - c. providing resources to teachers to integrate technology in the classrooms

2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall in October 2012 and once in the Spring in March 2013.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through mailings and through Skedula, a web-based grading system that can be accessed with username and password.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through appointments, phone conferences, and the semi-annual parent –teacher conferences.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by allowing parents to shadow their child for a day attending classes with their child.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

PLEDGE BY THE PARENT/GUARDIAN

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

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

I understand BCSM's Seven Core Virtues: Respect, Integrity, Honor, Excellence, Commitment, Perseverance, and Service and will make sure that my child learns to live up to them.

I understand that there will be disciplinary consequences if my child violates the values and I will support the school in their efforts to enforce high standards for behavior and citizenship.

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

I understand that the BCSM school day is longer on Tuesday-Thursday (8:15AM – 3:34PM), and I will ensure that my child benefits from this extra time. If my child falls below a grade of 80 in any subject he/she will be expected to attend after school tutoring from 3:35PM – 4:30PM

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

I understand that BCSM provides very high academic standards with a college-preparatory curriculum.

If my child is having academic difficulty, I will encourage him or her to obtain after school help. I will support the BCSM staff in ensuring my child remain at school to receive additional instructional support.

I will communicate regularly with my child’s teachers. I will return a phone call from a member of the BCSM staff within 24 hours.

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

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

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

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

PLEDGE BY THE STUDENT

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

I, _____, promise to work very hard, possibly harder than I ever have before, to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will never settle for mediocrity.

I will attend school every day.

I will arrive at school on time everyday.

I will respect, honor, and follow the BCSM uniform code.

I understand the **BCSM Seven Core Virtues**, and I will live up to them every day.

1. I will **Respect** my classmates, teachers, school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will do what is asked of me to perform a

task. I also know that my classmates are my teammates; I will never purposely disrespect, disappoint, nor let them down.

2. I will demonstrate **Integrity** by always being honest through my actions towards my self, my family, friends, teachers, and community.
3. I will show respect towards and bestow **Honor** upon my family, friends, teachers, my school and my community by always putting forth my best effort and striving for excellence. I will honor the core virtues & traditions of the school.
4. I will strive for **Excellence** in every subject class by producing top quality work. I will complete my homework every night, be an active participant in class discussions and prepare for assessments with due diligence. I will demonstrate greatness, perfection, and superiority in everything that I do and represent.
5. I will make the **Commitment** to my studies and realize that by doing so I will leave this school prepared to meet the challenges of college and the global work force. I pledge to personal growth and the achievement of academic excellence.
6. I realize that the work will be challenging, but I when it gets overwhelming and I get frustrated I will continue to **Persevere** and not give up. I will seek out the academic and/or emotional support from my advisor at BCSM.
7. I will partake in community **Service** and help bring the BCSM values to the local, national, and global community.

I understand that BCSM's standards for academics and behavior are very high and that there will be consequences if I do not live up to the Seven Core Values. If I fail to honor any one of the values, I will take responsibility for my actions, try to learn from my mistakes and will work to improve my behavior. I know that I must work to be a better student, a better citizen, and a better person.

Signed: _____

Date: _____

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Marie Rousseau	District 09	Borough Bronx	School Number 260
School Name Bronx Center for Science and Math			

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

Principal Mr. Tom	Assistant Principal Ms. Rios/Ms. John
Coach type here	Coach type here
ESL Teacher Mr. Abel Vela (ESL)	Guidance Counselor Ms. Klarl/Ms. Molina
Teacher/Subject Area Mr. Seltzer (English)	Parent type here
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader Barbara Gambino	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
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	430	Total Number of ELLs	7	ELLs as share of total student population (%)	1.63%
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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. Screening begins with the 9th grade guidance counselor, who speaks Spanish. If the student does not seem to speak English fluently, a further interview with the counselor, student, and parents is conducted. If the parents' home language is a language other than Spanish, the phone interpretation services indicated on the "Language Identification Guide" are utilized. The HLIS is given, and the student's English proficiency is evaluated in an informal interview. If the student does not seem English dominant, the LAB-R is administered shortly thereafter, the result of which will determine whether the student requires ELL services.
2. The program model video is shown to the parent and a brochure is provided. Videos and brochures in the parents' home languages are selected. The "Language Identification Guide" is used to determine the parents' home language. If necessary, preference sheets in home languages are obtained and then provided to the parents.
3. Preference sheets are collected and kept on file. Calls are made home and the attendance coordinator is consulted for a possible home visit if preference sheets are not returned. Phone calls and letters are delivered in the native language. Faculty who communicate in the native language of the student support the student and family are used to communicate all services.
4. Once bilingual entitlement letters are distributed, students are evaluated by their LABR scores. Students are also evaluated by the English diagnostic test administered during "Freshmen Orientation" (one week before the student start of school). Students are placed according to the data. Consultation with the parents of the students identified as needing ESL services are contacted to conference on the needs based on the student's performance level. Informing parents of student services and support are provided at meeting.
5. The Parent Survey and Program Selection forms will be distributed for the first time this year. Previously, the school has never had a newly-arrived ELL student. The data will be analyzed for tendencies in preferences.
6. Parents who express preferences for programs not available at the school will be notified of opportunities existent at other schools. Notification, utilizing services listed on the "Language Identification Guide," will be made in the parents' home language.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 Push-In										1	1	1		3
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	7
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	7

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									7	0
Total	0	0	0	0	0	0	0	0	7	0

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

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														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 L	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										3	3	1		7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	3	3	1	0	7								

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

- 1a) Students are taught by a licensed ESL teacher in a self-contained ELL class.
- 1b) The departmentalized and self-contained classes are heterogeneous and ungraded, due to the small number (7) students.
- 2) The licensed ESL instructor's teaching program consists of five 45 minute periods weekly. This ensures that the mandated minutes are met. AIS services are also provided three days a week, for 45 minutes each, to support students in need.
- 2a) All periods are 45-minutes daily, adding up to 225 minutes per week for intermediate and advanced-level students. The three advanced students take also take ELA classes for 225 minutes weekly
3. Instruction in all subjects is in English. In the departmentalized and self-contained ELL classes, instruction is differentiated by frequent pair and group work, individualized assignments, and the choosing of reading material which all students can master. Extensive prereading activities are undertaken, including listening for comprehension and information. In order for students to develop their own vocabulary skills, strategies are employed, with reference made to their content area subjects. Students work on text vocabulary, employing both contextual guessing and dictionary skills. Reading is done individually and the instructor also reads text to students. To develop writing skills and remedy common ESL grammar problems, peer-editing activities are undertaken using an editing sheet (which focuses on run-on sentences, noun singular-plural usage, verb singular-plural agreement, article usage, and verb tense and form usage).
4. Spanish language students are tested by the Spanish Language Department to measure their native language abilities.
5. Instruction is differentiated for various subgroups. The instructor and the school will explore the feasibility of using computer programs, such as the "My Access Plato," "Excell 3000," "Achieve," and "Fast Track" programs for selected students.
- 5a) There are no SIFE students currently in ESL. SIFE students would attend the self-contained ESL class. If needed additional instruction would be given during 10 to 1 extended time.
- 5b) At present we do not have any students in the country for less than three years.
- 5c) For students in the country 4 – 6 years, when analyzing results of the NYSELAT and their progress in the ELL class, a prime concern is fossilization, particularly in reading and writing skills. Therefore, there is a heavy emphasis on interpreting and analyzing authentic literature both verbally and in writing. Authentic nonfiction materials, selected with second-language students in mind, are also read. Most of the nonfiction reading is related to the literary works read in class. Students frequently have writing assignments in a variety of formats and registers, including creative writing. Students perfect essay writing skills by demonstrating mastery in writing introductions, bodies, and conclusions. The above 3 components include mastery of general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and adding a final thought.
- 5d) The approach to long-term ELLs is similar to that of 4 – 6 year ELLs, except that literature and nonfiction pieces are not vetted as much for vocabulary, and more arduous (in length and content) writing tasks are assigned.
- 5e) For students with IEP's (3) The instructor familiarizes himself with the students' IEP's, and instruction is modified to student needs. Modified readers may be used with students with elementary-school reading levels, and a student who has a disability producing language works individually with the teacher on producing written paragraphs. Student with ADD and/or emotional disorder may be "buddied" with an older student, which greatly helps the younger student to stay focused and control his emotional impulses. The "Wilson Reading" program is also utilized for students with reading levels well below grade age. The ESL instructor utilizes graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities.
6. Instruction is differentiated according to needs of students.
7. Students are provided with necessary time to complete testing and homework outside of classroom. tutoring is available during extended time, afterschool, and 0 period.

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:

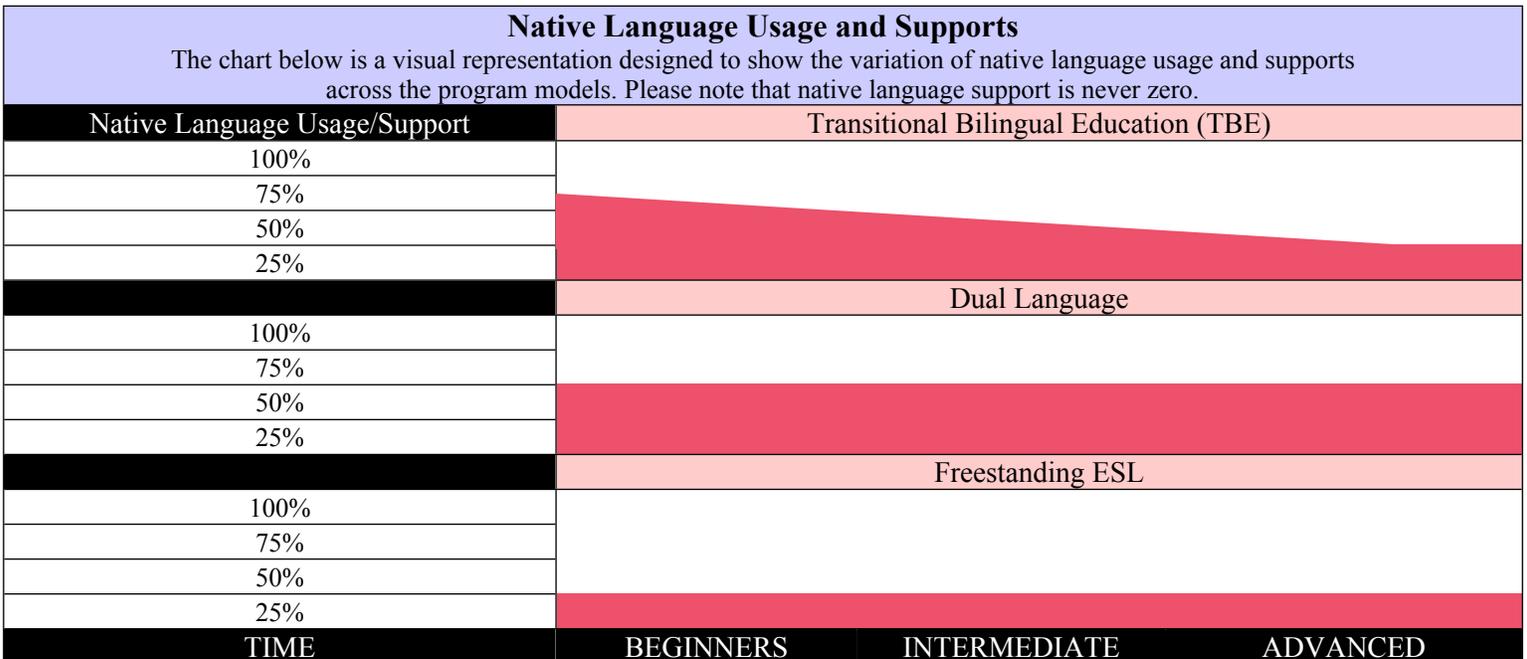
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
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



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

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. Math and Science topics are included in ESL curriculum. Students are exposed to curriculum that highlights different genres of informational text that include science and math. The English department has organized "Credit Recovery" and "Writing Seminar" courses which are a great aid to second-language students enabling ELL students time to keep pace with their course work. Graphic organizers and Smart Boards are utilized across departments, and tutoring is readily available throughout the week in various disciplines.
9. The teachers of former ELL students are notified, and report cards are analyzed to detect student progress. Students are provided testing modifications (time and a half, bilingual dictionaries or glossaries, an extra listening) on all Regents exams. These modifications are also provided to ELL students in content-area testing throughout the year.
10. More push in ESL will be considered for ELL students.
11. At this time no service or program for ELL students is under consideration for discontinuance.
12. All students are provided the opportunity to participate in a number of after-school clubs, including the Chess, Music, and clubs among others. Students are also provided the opportunity to participate in sports teams, including the boys' baseball team, and the girls' basketball and softball teams.
13. Instructional material is based on "Milestones" ESL text, Realia based on current event articles, and text excerpts from ELL curriculum.
14. Native Spanish Language Arts courses are offered. Spanish bilingual dictionaries are available, and the school has a Spanish bilingual library in the NLA classroom. The school has a very active Sazon Latino club, which celebrates Latino culture in numerous activities (such as students making pinatas for the holiday season). A Spanish-speaking counselor is available, and much of the support staff (two secretaries and a school aide) are Spanish-speaking. One of the assistant principals, who is also a licensed social worker, is also Spanish-speaking. The Parent Coordinator is Spanish-speaking as well.
15. Curriculum and resources are designed for 9-12. Curriculum is differentiated for students below or above grade level.
16. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students.
17. Students can study Spanish or Japanese.

C. Schools with Dual Language Programs

<ol style="list-style-type: none"> 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)?
N/A

D. Professional Development and Support for School Staff
<ol style="list-style-type: none"> 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.
<ol style="list-style-type: none"> 1. The guidance counselors, assistant principals, and the principal inform the ELL teacher when professional development opportunities become available. The teacher attends such professional development sessions when possible. 2. The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students. The teacher also administers a diagnostic test at the beginning of the school year, which greatly aids the teacher in gaining insight on the language skills of new ninth grade students. 3. Grade level meetings are held monthly, and the ELL teacher informs other staff about the needs of ELL students. During weekly department meetings, the ELL teacher will visit different departments to review strategies in supporting ELLs. The ELL teacher also conducts workshops for the staff on "Staff Development" days.

E. Parental Involvement
<ol style="list-style-type: none"> 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?
<ol style="list-style-type: none"> 1. Parents of ELLs are afforded the opportunity to participate in the School Leadership team and the Parents' Association. A "Parents' Orientation" is also held, open to ELL parents. Parents of ELL students are actively involved in attending the monthly PA meetings, where translation services for parents of ELLs are provided. 2. The school is partnered with New Visions for Public Schools. 3. Surveys, such as the "Language Preference" survey and the "Program Model Option," are distributed to parents. 4. Efforts to meet the needs of the parents are made based on the survey results. For example, all documents sent to parents are translated into Spanish because over 60% of parents responded during the 2010-2011 academic year that they preferred Spanish in oral and written communications. Automated calls are made to these parents explaining the Spanish-language support at the school. At school events technology is provided so that translation of the meeting is instantaneously made to the native language encouraging full participation.

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
														L

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)										3	1			4
Advanced (A)											2	1		3
Total	0	0	0	0	0	0	0	0	0	3	3	1	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A										1			
	P										2	3	1	
READING/ WRITING	B													
	I										3	1		
	A											2	1	
	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	2	0	1	0
Integrated Algebra	3	0	2	0
Geometry	1	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	3	0	3	0
Physics				
Global History and Geography	2	0	2	0
US History and Government				
Foreign Language	1	0	1	0
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

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

Additional Information

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

Part VI: LAP Assurances

School Name: _____ **School DBN:** _____

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: 09X260 **School Name:** Bronx Center for Science and Math

Cluster: 562 **Network:** New Visions for Public Schools

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

Part A: Needs Assessment Findings

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

During the 2010-2011 school year, parents who attended Freshman Orientation, Parent Orientation and Parent-Teacher Conferences were asked to notify the school if they prefer written and oral communication in their native language. Over 70% of the school population indicated they preferred written and oral communication in Spanish. Teachers who need translation services to communicate with a parent will reach out to the Assistant Principal and Guidance Counselor. All documents sent home with students is translated into Spanish.

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

During the 2010-2011 school year, over 70% of our school population was of Latin descent. The automated school messaging system made calls to all of these parents informing them that we have a bilingual Social Worker, two bilingual Assistant Principals, a bilingual Guidance Counselor, and a bilingual School Aide available to them if they needed any assistance.

Part B: Strategies and Activities

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

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

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

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

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

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