



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE BRONX MATHEMATICS PREPARATORY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X375

PRINCIPAL: ANYA MUNCE-JARRETT **EMAIL:** AMUNCE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIM BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Anya Munce-Jarrett	*Principal or Designee	
Derrick Brown	*UFT Chapter Leader or Designee	
Santa Maldonado	*PA/PTA President or Designated Co-President/Parent	
Valerie Devaughn	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Diane Rivera	Member/Parent	
Jazmine Lawrence	Member/Parent	
Jeanne Bristol	Member/Parent	
Lizreen Henry	Member/Teacher	
Tonya Walker	Member/Teacher	
Paulette Christie	Member/Assistant Principal	
Lionel Saunders	Member/Social Worker	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Ensure that common planning time is supported during every meeting with a pre-planned agenda aligned to the school's PD plan (SQR, 2012, p.5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, we will have implemented an annual comprehensive plan for all common planning time that is focused on the addressing the CIE elements (i.e., teacher development and student work) and includes effectively using a system in which 100% Math and ELA teacher analyze data to drive instruction, identify student needs assessment, and monitor and improve student progress as observed during teacher team meetings conducted by school leaders.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

Strategy 1:

Provide a week by week comprehensive professional development plan.

- Schedule that includes common preparatory periods for all subject area teacher.
- SBO approved professional learning community (PLC) meeting scheduled each week for 50 minutes that allows teachers to participate in workshops focused on the CIE elements (i.e., strengthening teacher practice and student work)
- Utilize contractual faculty and staff meeting time for professional development workshops.
- Provide individualized professional development opportunities for teachers based on identified needs assessment by administration.
- Provide intra-visitation schedule to partner with network schools to share best practices.
- Provide inter-visitation opportunity to view best practices across curriculum.
- Provided Teacher led workshops: Team Teaching, Universal Design for Learning, Running Records, Classroom Management, Rtl process, etc.)

Strategy 2:

Make data part of an ongoing cycle of instructional improvement

- Collect and prepare a variety of data about student learning.
- Interpret data and develop hypotheses about how to improve student learning. By answering the following: What do we know as result of examining these data? What do we want to know as a result of examining these data? How can we use this data for instructional decision making?
- Modify instruction to test hypotheses and increase student learning.
- All teachers maintain evidence of groupings by skill/ strand in Lesson Plans and classroom lesson.

Strategy 3.

Establish a clear vision for school wide data use

- Establish a school-wide data team that sets the tone for ongoing data use.
- Define critical teaching and learning concepts.
- Develop a written plan that articulates activities, roles, and responsibilities.

Strategy 4:

Provide supports that foster a data-driven culture within school

- Provide targeted professional development for data analysis and student work review. Dates confirmed as 2/25/13 – 4/24/13.
- Teachers will attend PD on identifying skills, strands, etc. for grouping (facilitated by Data Specialist)
- Teachers will attend PD on effectively facilitating differentiated station instruction in a classroom setting.
- Designated school-based facilitator who meets with teacher teams to discuss data. Effective from September 2012.
- Dedication of one common planning period per month to allow teachers to analyze data and group students based on this analysis. Specific instructional strategies will be identified for each group to meet student specific SMART instructional goals. Effective January 2013.

- b) key personnel and other resources used to implement these strategies/activities: Data Specialist and Testing Coordinator, Instructional Leaders, CFN,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teachers will show evidence of implementation of best practices as outlined in lesson plans and classroom lesson plans.
- All students will have completed in at least two tasks aligned to strategically selected Common Core standards in all four major subjects (i.e., Math, SS, Science, ELA).
- Departmental teams will participate in ongoing meetings focused at looking closely at student work and use feedback to make future instructional adjustments.
- Evidence of data tracking and resulting skill-based groupings in lesson plans.
- Teachers will respond to a periodic data-use self-monitoring survey, indicating impact of student groupings, comfort with application, and requests for support (Surveys facilitated by Instructional Leaders and Data compiled by Data Specialist.)

- d) timeline for implementation.

- All Teachers will have attended at least one data PD and received feedback on their use of data from administration (by June, 2013)
- Surveys to be implemented by February 1, 2013, March 1, 2013, and April 1, 2013.

Budget and resource alignment

- Indicate your school's Title I status: X 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 IA

Title IIA

Title III

Set Aside

Grants

x

Other-describe here: Title 1 Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Supervisor Per Session, Professional Development,
- Teacher Per Session, ARRA RTT, Data Specialist
- Teacher Per Session, Professional Development Title 1 SINI Summer PD
- Teacher Per Session, Tier 3 Educational SITE Team

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

The District/Network should work with the school on the development of curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The curriculum must be aligned to the new P-12 Common Core Learning Standards in English language arts and literacy to prepare for implementation in school year 2012-2013. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development. (2012 SQR, pg. 2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 x 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 x 3.5 Use of data and action planning

Annual Goal #2

- By June 2013, 90% of teachers will participate in developing initial authentic drafts of coherent CCLS-aligned curriculum maps and unit plans for all core subjects. Expectations as evidenced by artifacts from teacher team meetings and teacher observations.

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:
e) strategies/activities that encompass the needs of identified student subgroups,

Strategy 1:

Hire Creative Solution Literacy to support ELA department and The Math Project Consultant to support Math department in the creation of unit plans and to support teachers in ensuring rigorous instructional practices that support CCLS.

Strategy 2:

We provided a week-long summer institute professional development program for staff/teachers. During the PD administration facilitated workshops that addressed the following:

- Provided common meeting time to create curriculum maps in each department.
- Network Instructional Specialist and AUSSIE consultants provided initial support in developing, and aligning Subject curriculums to the Common Core Standards.

Strategy 3:

Department teams will examine current student to identify gaps in student knowledge or skill and inform the revision of their instructional units.

- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for subsequent units
- School leadership will meet weekly with teacher teams and coordinate work across the grades.

Strategy 4:

SBO allowed for providing additional time for teachers to meet in PLT's and continue the work in curriculum planning and looking at student work.

- Department teams will collaboratively refine curriculum units and engage in a structured protocol to ensure alignment with the selected common core

standards.

- Professional development for teachers (ex. A lesson planning clinic) hosted by subject specific instructional specialists from the network, administration selected teachers to participate in the lesson planning clinic.
 - Network will continue to provide support in designing and implementing CCLS aligned curriculum and lesson plans.
- b) key personnel and other resources used to implement these strategies/activities,
All core subject teachers, Network Instructional Specialists, Creative Solution Literacy Consultant, The Math Project Math Consultant, Administration
- Curriculum planning clinics and professional development on the implementation of UBD model in the classroom
- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. I
- Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Unit plans and curriculum will show evidence of alignment to CCLS.
- d) Timeline for implementation.
Ongoing work throughout 2012-2013 school year. By June 2013 each of the main core subjects will draft curriculum aligned to the CCLS.

Budget and resource alignment

- Indicate your school's Title I status: x School Wide Program (SWP) X 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 IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Priority/Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Curriculum & Staff Development, Professional Development, Creative Solutions Literacy Consultant (\$1200/day for 14 days)
- Curriculum & Staff Development, Professional Development, The Math Project Lehman College Math Consultant (\$14,250 15 days)
- School Set Aside for CFN (\$34,000)
- UbD planning materials to guide unit planning
- Manipulatives for SWD
- Rally paired passages
- Fountas & Pinnell Running Records Kits
- Binding of Word Generation Academic Vocabulary Booklets

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

The school leadership, with the support of the Network, should provide professional development (PD) on how to analyze data to meaningfully drive instructional practices, such as student grouping differentiating instruction, and monitoring student progress. When using data from baseline assessments, teachers should disaggregate student data by skill to understand specific weaknesses and group students accordingly to support specific skill proficiency. (2012 SQR, pg. 2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, school leaders will provide all ELA and Math teachers with professional development opportunities and inquiry team meeting times to analyze and monitor student data and progress.

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:
- strategies/activities that encompass the needs of identified student subgroups,

Strategy 1

Teachers will foster an environment conducive to a data-driven culture within school as evidenced by common planning accountability forms, meeting minutes, PLT week by week annual schedule, PD annual schedule, and teacher lesson plan/professional development binder.

- Participate in targeted professional development for data analysis and student work review. Dates confirmed as 2/25/13 – 4/24/13.
- Teachers will attend PD on identifying skills, strands, etc. for grouping (facilitated by Data Specialist)
- Teachers will attend PD on effectively facilitating differentiated station instruction in a classroom setting.
- Designated school-based facilitator who meets with teacher teams to discuss data. Effective from September 2012.
- Dedication of one common planning period per month to allow teachers to analyze data and group students based on this analysis. Specific instructional strategies will be identified for each group to meet student specific SMART instructional goals. Effective January 2013.
- Teachers will attend PD on identifying skills, strands, etc. for grouping (facilitated by Data Specialist)
- All teachers maintain evidence of groupings by skill in Lesson Plans
- Teachers will attend PD on effectively facilitation of differentiated station instruction in a classroom setting
- Attending a PD on effective strategies in data-driven instruction
- Create skill-based groupings based on data PD and through inquiry teams

- Monitoring progress

Strategy 2

Teach students to examine their own data and set learning goals

- Explain expectations and assessment criteria.
- Provide feedback to students that are timely, specific, well formatted, and constructive.
- Provide tools that help students learn from feedback.
- Use students' data analyses to guide instructional changes.

Strategy 3

Teach students to examine their own data and set learning goals

b) Key personnel & resources: Data Specialist and Testing Coordinator, Instructional Leaders

c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Evidence of data tracking and resulting skill-based groupings in lesson plans.
- Formal and informal observation tracking of teacher practice of utilizing data Evidence of data tracking and resulting skill-based groupings in lesson planning binders
- Teachers will respond to a periodic data-use self-monitoring survey, indicating impact of student groupings, comfort with application, and requests for support (Surveys facilitated by Instructional Leaders and Data compiled by Data Specialist.)

d) Timeline for implementation

- All Teachers will have attended at least one data PD and received feedback on their use of data from administration (by June, 2013)
- Surveys to be implemented by February 1, 2013, March 1, 2013, and April 1, 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) x 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 IA Title IIA Title III Set Aside Grants Other-describe here:
 Title 1 Priority/Focus, ARRA RTTT

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teacher Per Session, ARRA RTT, Data Specialist
- Teacher Per Session, Saturday Test Prep Program (6 teachers, 13 days, 3 hours/day) Title 1 Priority
- Teacher Per Session, Education/Inquiry Site Team (8 teachers, 2 hours/ bi weekly, 15 weeks) TL Fair Student Funding
- Teacher Per Session, After School Program: Book Club-Priority/Focus Common Core

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The school leadership should consider developing a committee to support the continued development and implementation of the school-wide PBIS. The school leadership should regularly conduct walkthroughs to ensure that all members of the school community model and practice the behaviors and protocols outlined by the PBIS program. The school leadership should use the school's Town Hall Meetings and advisory periods to reinforce positive behavior routines. (SQR 2012, pg. 5)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships 5.4 Safety

5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, a new school wide behavior policy and positive behavior intervention systems (PBIS) will be integrated in order to decrease the number of principal and superintendent suspensions by 5% as evidenced through OORS data reports.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups

Strategy 1:

We implemented a music program in the school in an effort to address the "whole child" because we recognize that students are whole persons with various modalities, interests, and skills and it is important that we support their individual attributes.

Strategy 2:

We developed a school-wide system, Bronx M.A.T.H. that supports staff to teach and promote positive behavior in the classroom, bathroom, at water fountain, in stairway, in hallway, during fire drills, and in the auditorium by all students that results in participation in various activities and trips, effective September 2012.

Strategy 3:

We provided a week-long summer institute professional development program for staff/teachers. During the PD administration facilitated:

- Workshop focused on implementing The Habits of Mind to promote positive conduct and to create an environment where good thinking attitudes are modeled and where students are given opportunities to manifest those attitudes and reflect on their value.
- Workshop focused on implementing Brain Based teaching to immerse learners in tasks and activities that promote student engagement.

Strategy 4:

Provide effective and consistent communication about school activities, programs, and student progress to parents:

- Utilize various forms of communication such as use of online data system (Skedula) that provides access to individual academic and disciplinary information to students and parents. Use school messenger to distribute mass messages.
- We provide daily reminders to school community regarding all school wide activities including PBIS and upcoming activities via announcement system
- Invite parents to participate in all school wide incentive based activities and trips.
- Create a welcoming school environment where parents have opportunity to volunteer as “Class Parent Program” and or Learning Leaders.
- Invite parents to participate as chaperones on academic and incentive based trips.

Strategy 5:

We created a program where advisory teacher meets with grade 7 and 8 classes four times a week to provide socio-emotional supports in the form of teaching students skills to cope with adolescent developmental issues (i.e., to address conflict management, bullying, self-esteem and character building.)

Strategy 6:

Provide opportunities for school community participate in “relationship building” activities:

- Create an annual calendar that outlines ongoing weekly activities that include but is not limited to:
- Monthly theme based School dances
- Incentive-based school trips
- Student-teacher activities (ie. Basketball games)
- Senior Activities

Strategy 7:

Promote socio-emotional well- being for academic excellence by identifying selected sub groups (i.e, African American and Latino males, African American females in the bottom third academic performance) by providing mentorship programs (i.e, La Perle Noir)

- b) key personnel and other resources used to implement these strategies/activities: Classroom teachers, data specialists, school social worker an interns, the Dean, and administration
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- Evidence of data tracking of anecdotal information in OORS and Skedula (specifically for grade 7 and 8)
- Teachers will effectively use section sheets to document and monitor student behavior and to provide formative data for incentive points and subsequent rewards.
- Observe an increase in positive feedback on learning environment survey.

Strategy 8:

Facilitate an after school program to engage students in the learning process to explore their interests.

- d) timeline for implementation.
 - All Teachers will have attended at least one data PD and received feedback on their use of section sheets from administration (by June, 2013)
 - Surveys to be implemented by February 1, 2013, March 1, 2013, and April 1, 2013.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: __21st Century Grant.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Transportation of Pupils, 21st Century (Washington, DC)
- Supplies for afterschool program, 21st Century: (Art supplies like markers, paint, costumes for drama class, yarn and Knitting needles, and arts and craft materials)
- Student Trips 21st Century (Washington D.C. trip)
- Teacher Per Session (After School Program, Senior Planning Meetings, Afterschool Detention)
- General Incentives (i.e., trophies, awards for honor roll and other student achievement recognition); Priority/ Focus SWP

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

On our school's 2011-2012 Learning Environment Survey only 19% of parents felt that they received information about what their child was studying in school more than once a month (Learning Environment Survey, 2011-2012, pg.5)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will increase family access to our school's grading and student information platform by 35%.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

Strategy 1:

Provide effective and consistent communication about school activities, programs, and student progress to parents:

- Utilize various forms of communication such as use of online data system (Skedula) that provides access to individual academic and disciplinary information to students and parents. Use school messenger to distribute mass messages.
- Create a welcoming school environment where parents have opportunity to volunteer as "Class Parent Program" and or Learning Leaders.
- Invite parents to participate as chaperones on academic and incentive based trips.

b) staff and other resources used to implement these strategies/activities,: Parent Coordinator, Parent Association, Technology Coordinator

c) Targets to evaluate progress, effectiveness, impact of strategies/activities taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Skedula family workshop during the second parent-teacher conferences. Parents will attend the Skedula workshop before they see any teachers. Additional Skedula workshops scheduled at differentiated times to accommodate the diverse needs of families. Skedula workshops in both English and Spanish to accommodate the diverse needs of families
 - These workshops will be conducted by the school's technology coordinator, George Vasilopoulous, with support from the family coordinator and the PTA
 - Teachers will be monitoring family use of Skedula and report back data on the impact that increase family Skedula use is having in their classrooms
 - Assessment of parent usage data before and after workshops.
- a) timeline for implementation.
The first workshop will be implemented on February 28th during our parent-teacher conferences. The three additional workshops will be held at one-month intervals scheduled at different times to accommodate diverse family needs.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) x Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Priority Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Skedula (Casenex) TL Fair Student Funding, Training for Parents
 Parent Involvement PF Parent Engagement, Title 1 Priority Focus: Overnight Trip to American Natural History Museum for 15 Principal's List Honor Roll Students and five adults (teachers and parents) chaperone
 Flyers for Report Card.
 Father Celebration, PF Parent Engagement, Title 1 Priority Focus

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	Achieve 3000	Small group tutoring	Extended Day
Mathematics	Think Through Math	Small group tutoring	Extended Day
Science	Kaplan Living Environment Test Prep	Small group tutoring	Extended Day, Saturday Enrichment
ESL	Just Words, English 3D, Language Intervention Kits	Small group tutoring	Extended Day, Saturday Enrichment
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Counseling	Individual and Small Group	During school day

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.

Strategies for Recruitment:

- Building networking partnerships with local colleges and new teacher recruitment programs (ie., NYC Teaching Fellows, and Teach For America)
- Review and Search Teach NYC select recruits program
- Promote our school at various teacher job fairs
- Conduct school job fairs and open house presentations.

Strategies for Retention and Support

- Teachers are involved in 50 minutes of professional development on Wednesday during extended day as well as common prep periods that are aligned in program for subject.
- Teachers may apply to go to workshops out of building.
- There is a comprehensive week by week annual professional development plan that focuses on Danielson's *Framework for Teaching* and best practices in *Teach like a Champion*.
- CFN support (i.e., Lesson Plan Clinic, Principals Instructional Rounds, Learning Walks) to provide SMART feedback to help improve instruction and learning.
- Frequent observations with SMART feedback.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in Spanish that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and provide interpretation during meetings and events as needed;

The Bronx Mathematics Preparatory School will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	325	Total Number of ELLs	31	ELLs as share of total student population (%)	9.54%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

2. The structures in place at our school to ensure that parents understand their program choices are:

- Entitlement letters are sent home to families describing the three program options.
- Families are invited to an orientation within 10 days of the students' enrollment.
 - o The media center is available for parents to watch the video in native languages.
 - o Our Assistant Principal, Iris Denizac-Nadal, and our Parent Coordinator, Maritza Colon, speak fluent Spanish and are available to clarify families concerns and questions.

o The ELL teacher is also present to answer further questions and to provide information. The ELL teacher further explains the options and the amount of students necessary for our school to begin a bilingual program since that is the preference for some parents. The numbers of parents who prefer a bilingual program are tracked so that we can adopt a new program when the population reaches 15 students within 2 contiguous grades.

• If the school does not receive the Parent Survey and Program Selection form within three days of the orientation, a phone call is made to the home. The Parent Survey and Program Selection forms are stored in a binder with other ELL data.

3. An Entitlement Letter or a Non-Entitlement letter is sent home to the family announcing the student's entitlement to services. The letter is sent in the native language of the family whenever possible. The ELL teacher, Ms. Strom, is responsible to distribute, collect, and maintain in an ELL binder all Parent Survey and Program Selection forms.

• We track that all letters go out to families after the LAB-R exam is graded and that all Parent Survey and Program Selection forms are returned within three days of attending an orientation.

4. After a student takes the LAB-R, the test is hand graded to determine the child's level of English proficiency.

• Based on the LAB-R cut scores, students are served as a Beginner/Intermediate or Advanced student for ESL support. If the student tests above the cut scores, they are not entitled to ESL services.

• Once the test has been administered and graded, families are contacted (see above) and given information regarding the language development support options available. Placement letters are also distributed, and photo copies are maintained in the ELL binder.

o At the current time, since we do not have enough families in 2 contiguous grades requesting a Transitional Bilingual Program, we offer a Freestanding ESL program.

o We keep the parents' Program Selection letters on file and we inform the parents that if we receive a sufficient number of parents who prefer a bilingual program: 15 students on two contiguous grade levels who speak the same native language, then we will form a bilingual program.

o If parents prefer a bilingual program we will offer them a transfer option and assist them in finding an available placement in a bilingual or dual language program.

For our students who are already in the system as ELLs, Continued Entitlement Letters are sent home in English and in the student's native language, if possible. This year, the letters were prepared and distributed by our ELL teacher. The student's entitlement is based on their NYSESLAT scores from the previous Spring.

5. The trend has been that some parents of newcomers do prefer the Transitional Bilingual Program, but most prefer Freestanding ESL. At present, 75% of our newcomer families prefer Freestanding ESL and 25% prefer Transitional Bilingual. Our newcomer ELL population is relatively limited and we currently only offer one program type. Regardless, the tendency of families is to stay with our school and become a part of the Freestanding ESL program. Many ELLs are not newcomers, so their parents prefer ESL support. Over the upcoming years, we will observe the growth of our ELL population to ensure that the program we offer is aligned to the requests of the parents.

6. Since we have ELLs at many proficiency levels, the program type is aligned to the wants of the majority of parents. However, if we continue to increase our newcomer ELL population in the upcoming years, then we will begin to offer a Transitional Bilingual Program. A letter will be sent out in the student's native language along with a phone call if a TBE or DL program should become available.

Part III: ELL Demographics

A. ELL Programs

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

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														0
Push-In							2	2	2					6
Total	0	0	0	0	0	0	2	2	2	0	0	0	0	6

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	5	10					26
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	1	0					1
Haitian							0	0	0					0
French							0	1	1					2
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							1	0	1					2
TOTAL	0	0	0	0	0	0	12	7	12	0	0	0	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

1.

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

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

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

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

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

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

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

5. Regardless of the ELL subgroup involved:

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

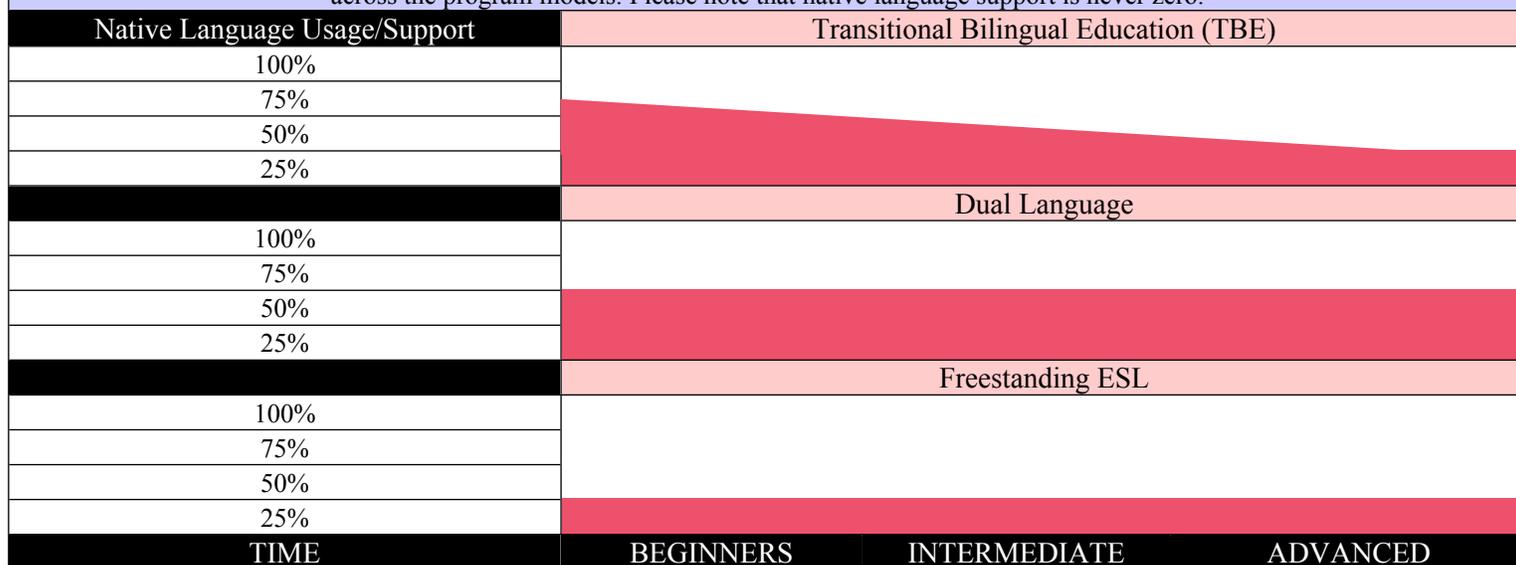
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

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

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

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

11. No programs will be discontinued.

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

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

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

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

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

15. All services and resources are developmentally appropriate to the students' age, grade, language proficiency, and interest level.

16. In the future, we plan to offer a Parent Orientation to explain the language development support options available before the school year begins. We will also provide a tour of the building to all new ELL students and their families with a school representative who speaks the home language of the families (if possible).

17. Italian is offered as a language elective to 8th grade students (ELLs and Non-ELLs alike).

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

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

2. We advise our staff on the barriers that ELLs face to encourage patience and empathy. Teachers are shown test scores from NYSESLAT modalities so they can target their instruction to meet students' needs. Our ELL teacher is in the classroom of every teacher who teaches ELLs weekly or biweekly. Our ELL teacher is always available to offer help and suggestions. In order to support the transition from junior high to high school, our ELL teacher and Guidance Counselor take personal interest in making sure our 8th grade ELLs are accepted to schools that will cater to their academic and emotional needs.

3. Every Wednesday we have an hour and a half of professional development. Throughout the course of the year, we plan to focus on ELLs during this professional development time in order to comply with Jose P. requirements. Our weekly professional development agendas are kept on our faculty website.

E. Parental Involvement

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

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

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

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

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0	1	2		1		0		4
7	4		0		1		0		5
8	6		3		0		0		9
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	3	3	2					12
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

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

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

4. Our data from the NYS Math and NYS ELA exams reflect that Math is often more comprehensible for our ELLs. The NYS Math scores are distributed amongst Level 1, 2, and 3 in every grade. However, the NYS ELA scores tell a different story. In each grade, 60% of our ELLs score a Level 1 and 40% score a Level 2. Our ELLs are struggling with their reading and writing skills as evidenced by these scores as well as by the NYSESLAT data. This coincides with research regarding the language acquisition process since students achieve Basic Communication Skills earlier than they gain Cognitive Academic Language Proficiency. Through extensive analysis of benchmark exams, NYSESLAT data, interim assessments and student work, we plan lessons and interventions accordingly. ELL support is focused on reading, the writing process, conventions of English and fluency. Our ESL classes and our content classes are differentiated based on this data to create stations. Some of the problems affecting our ELLs also affect the majority of our student population. As a school community we focus on increasing students' reading and writing abilities.

5. We do not have a dual language program.

6. We assess our ELLs based on their progress on the NYSESLAT, ELL periodic assessments, and the detailed quarterly ELA Acuity which show the areas students are developing in or struggling with. As we continue to reflect on this data, we constantly change our focus to provide a more beneficial learning experience for our ELLs. Our ELL teacher modifies her curriculum based on student performance in class and on the assessments listed above. The ELL interim assessment is given twice yearly, the outcomes are compared and instruction is modified to target student weaknesses. In addition, our ELL teacher meets with content area teachers to evaluate student progress each marking period. Based on this feedback, the ELL program is modified based on teacher data. Last year's NYSESLAT results were used to make decisions about the ELL program this year.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

School Name: The Bronx Mathematics Prep.

School DBN: 08x375

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		
Kim Harmon	Other <u>IEP Coordinator</u>		12/19/11
Deidre Tabasko	Other <u>Speech Provider</u>		12/19/11
Susan Ramlal	Other <u>Speech Provider</u>		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 06 **Network:** 608

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>x375</u>	DBN: <u>08</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>0</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The ELLs will be provided supplementary instruction to support their learning and help them to successfully meet the criteria set forth in the new Common Core Learning Standards. This instruction will take place during afterschool and Saturday Sessions. Students will be grouped according to their language needs as assessed by the NYSLAT; therefore, the advanced and intermediate level ELLs will be provided instruction afterschool on Tuesday and Thursday for a total of 4 hours from December 4, 2012 until April 16, 2013. The groups are arranged by levels of allocation rather than by grade to better serve the students. The students participating in these groups are in sixth, seventh and eighth grade. The beginner ELLs will be given supplementary instruction on Saturday for three hours From December 3, 2012 until April 13, 2013. The groups have been established and configured to meet the language needs of each group and to best serve the population. The ESL teacher will teach these programs. The intermediate and advanced students will be using English 3D to build their academic language. Many of these students are long term ELLs and this program is designed to support the language learning of such identified students by increasing their content vocabulary. The beginners will be instructed using the Language Proficiency Intervention Kit. This kit is a dual language kit, which contains leveled trade books as well as an audio portion of the program. This program will be used to enhance vocabulary, fluency and comprehension in English. Some of the ELLs who also have a disability will be supported with Wilson's Just Words. This program will benefit the students that need help with phonics, decoding and the alphabet for those students whose first language may have a different alphabet than English. All of the ELLs will also be supported with Achieve 3000 and Apangea, which will add computer-based learning to ensure that different learning styles are addressed.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In order to support the content area teachers in their efforts to effectively teach the ELLs, a series of workshops will be conducted once a month during subject meeting to go over strategies and scaffolds

Part C: Professional Development

that can be used to support the ELL learners in their content area learning. These workshops will include ongoing regularly scheduled professional development to help the classroom teachers understand the language acquisition process and to give them key strategies they can use and add to their lessons. Some of these sessions will also be used as a book study using Freeman and Freeman's book, *English Language Learners*The Essential Guide**. This book study will help to educate classroom teachers on the three types of ELLs. The focus will be to introduce and educate the teachers on the three types of ELLs and the implications that has on instruction. This will take place over the course of five 50 minute sessions beginning on December 19,2012. The teachers will also be trained on how language acquisition is obtained. They will learn techniques to better support the growth of academic language in the students they service. It will also help them to understand ways to get ELLs engaged in content area learning, and to give them strategies to help build the academic English Vocabulary of the ELL students they service. This will take place during two 45 -minute content area meetings in the last week of school in February. They will also receive professional development on tips on how to work effectively wih ELLs in the content areas. This will take two 50- minute session in March. During one of the professional days in June, we will have one more session to evaluate what we learned and discuss concerns and professional development topics for the new school year in 2013-2014. Ms. Middleton and Ms. Nadal will be providing this training.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Recognizing the importance of parent enggement in the success of any student, especially those students struggling to aquire a new langauge, parent meetings and workshops will be set up. These workshops will be facillitated by the ESL teacher and the AP overseeing the ELL program. The first workshop will take place in November and subsiquentally take place every six weeks thereafter. At these workshops, parents will be provided with resourses available from the DOE. They will also be educated on the programs in the school which have been set up to support the ELL learners. Of course the paerents will be informed on the progress their child has made along with the goals for future learning. The parents will also be given information on how they can assisst their children on the road to English proficiency. These sessions will be 45- 50 minutes in lentgh. They will learn about their child's promotional criteria, their Ell status and its implications for learning and they will be able to participate in a gallery walk of some of he students work. These workshops will be facilitated by the ESL teacher and the administrator responsible for the program. The parents will be notified via mail, flyers distributed in school to students and follow up phone calls.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		