



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BRONX HIGH SCHOOL OF SCIENCE

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

PRINCIPAL: VALERIE REIDY

EMAIL: VREIDY@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Valerie Reidy	*Principal or Designee	
Jerry Eng	*UFT Chapter Leader or Designee	
Adam Stern	*PA/PTA President or Designated Co-President	
Patricia Robinson	DC 37 Representative	
Jean Donahue	SLT Co-Chair & CSA Representative	
Frieda Christofides	SLT Co-Chair & Parent	
Rafid Azad	Student Representative	
Joey Zhang	Student Representative	
Bijou Miller	Member/Parent	
Elaine Kopp	Member/Parent	
Geraldine Baum	Member/Parent	
Laurie Niles	Member/Parent	
Danielle Slettin	Member/Parent	
Fredric Schorr	Member/Teacher	
Alexander Thorp	Member/Teacher	

Jonathan Cruz	Member/Teacher	
Andrew Nasser	Member/Teacher	
Nick McConnell	Member/Teacher	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Increase student achievement on Regents exams (specifically, increase the June 2013 median score on three of the seven Regents exams required for the Advanced Regents Diploma with Honors compared to the June 2012 scores).

Comprehensive needs assessment

During our Needs Assessment, two factors led us to consider this goal. First, our students should be performing well on Regents exams, given that our students are Gifted and Talented. Thus, in cases where students have not historically performed well on a certain Regents exam, or in cases where our DY0 formative assessments indicate that students might not perform well, intervention is appropriate. Second, increasing the number of students who earn an Advanced Regents Diploma with Honors is the only remaining method by which we can increase the Weighted Graduation Rate on the Progress Report. Since the Advanced Regents Diplomas with Honors requires a 90+ average on the seven Regents exams, increasing the median score of three of those exams should, by extension, increase the number of students who earn this important credential.

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: Targeted tutoring during the Small Group Instruction will be the primary method by which we will attempt to increase scores. Students will be invited to targeted tutoring in specific units of course content where either a formative assessment or in-class unit exam indicates they failed to master content. This happens twice yearly, before both the Midyear Exam and the Regents Exam. Data analysis in support of identification for targeted tutoring will also take place.

Timeline for Implementation: Identification of struggling students will take place initially at the halfway through the Fall Semester. Targeted tutoring, as described above, will be used to prepare students for the Midyear Exam. On the basis of Midyear Exam performance, strategies for targeted tutoring will be refined, and the process described above will be repeated in the Spring Semester (with appropriate modifications) in preparation for the Regents Exam.

Steps Taken to Include Teachers in the Decision-Making Regarding the Use of Academic Assessments To Evaluate the Effectiveness of the Strategies/Activities:

Teachers are responsible for designing the formative assessments that help identify students for targeted tutoring, and are also responsible for inviting those students to tutoring (by entering their names in a spreadsheet). Teachers also design the Midyear Exam that serves as the summative assessment of the Fall Semester. Teachers will also meet at the end of the Fall Semester to discuss with their supervisor how the identification of students for targeted tutoring, and the tutoring itself, might be improved.

Key Personnel and Resources: We anticipate that teachers will play a large role in the identification and tutoring of students. Department Supervisors and Lead Teachers will supervise the process. The Data Specialist will provide analytical support as necessary.

Strategies to increase parental involvement

- Parents will be informed of their child's score on Unit Exams and Formative Assessments (via JupiterGrades) and of the dates and topics of Targeted Tutoring Sessions (via the Parent Coordinator's weekly emails). Students who are invited to Targeted Tutoring will have that noted on their JupiterGrades comments, which are visible to both parents and students.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- No coordination with outside agencies or programs is required to accomplish this goal. We anticipate no budgetary impact, as the Teacher activities described above will be accomplished as part of the regular school day, through either Small Group Instruction or Circular 6 periods. In terms of human resources, this goal relies heavily upon teachers, Assistant Principals, and the Data Specialist. We will use TL FSF for all salaries and per session as needed.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 Improve the college process by increasing the accuracy of data collection and analysis in the Naviance College Guidance system, so that this information will be more useful to current students, counselors and parents, in the college process. This will be measured by:

- Ensuring that there are no “unknown” or “incomplete” records in the Naviance college application database for the Class of 2013 at the end of the Admissions Cycle.
- Tracking longitudinal acceptance rates at selective colleges, so that we can engage in targeted outreach and relationship-building with admissions representatives.

Comprehensive needs assessment

During last year’s attempt to evaluate the college process, we realized that incomplete data was making it difficult to draw conclusions. We also realized that, while there was some institutional procedure for looking at longitudinal trends in college acceptances, there was no systematic way that those longitudinal results were acted upon. This goal, therefore, seeks to improve our data collection and data usage procedures as they relate to the college process. This, in turn, will provide information with which the process can be improved for students, parents, and staff.

Instructional strategies/activities

Strategies/Activities: Guidance counselors will run periodic reports (after Early Decision and after regular admissions cycle, at a minimum) to ensure that no student on their caseload has missing data in Naviance. Students will not be able to pick up final materials in June from their Counselor unless Naviance is updated. As regards acting on longitudinal trends, Guidance Counselors will meet after the admissions cycle to identify trends and specific and measurable strategies for improving results (so that those efforts can also be measured).

Timeline for Implementation: Data collection will be verified at least twice during the year (and the conclusion of the early and regular decision cycles) with at least one preliminary update provided to counselors before each of those dates. Trends in admissions will be analyzed twice as well, and actions to be taken will be brainstormed beginning in March, so that they can be started by June 1.

Key Personnel and Resources: Key personnel are the Guidance Counselors and AP Guidance/PPS.

Strategies to increase parental involvement

Parents are already heavily involved in the College Process, but, hopefully, this goal will make their involvement easier and more productive. Their feedback on the College Process will be sought during parent meetings, and that feedback will be integrated with these efforts where appropriate and feasible.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

No coordination with outside agencies or programs is required to accomplish this goal. We anticipate no budgetary impact, as the Guidance activities detailed herein will be undertaken as part of the regular workday. In terms of human resources, this goal relies heavily upon teachers, Assistant Principal PPS, Guidance Counselors, and the Data Specialist. We will use TL FSF for all salaries and per session as needed.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Increase the percent of students who take at least one AP math or science course and achieve a passing score on the corresponding exam before graduation for the Class of 2014 compared to the Class of 2013.

Comprehensive needs assessment

Feedback from the College Office regarding their conversations with Admissions Officers led to the conclusion that all Bronx Science students should take and pass at least one AP Class (which is a graduation requirement beginning with the Class of 2016). Given our STEM focus, it seems appropriate to encourage qualified students to satisfy this requirement with an AP course in math or science. The various US News and World Report rankings (overall and in STEM) also motivated this goal, as they are driven primarily by AP participation and results, and an examination of those results allowed us to infer practices in other STEM and Specialized schools.

As we are an annualized school, and registration for next year's courses takes place during the Spring, it is feasible at this time to think in terms of comparisons between the Class of 2014 and 2013, and raising the percentage for the Class of 2014.

Instructional strategies/activities

Strategies/Activities: Guidance Counselors will review student transcripts during course registration period to steer eligible students towards math or science AP courses, in consultation with Math and Science APs and faculty. Instructors of those courses will also attempt to recruit students from "feeder" classes.

Timeline for Implementation: During course selection meetings and assemblies in February and March, students will be exposed to the available courses. Both prior to and after initial registration, a list will be generated of students on track to graduate without a math or science AP course, and qualified students will be contacted by their Guidance Counselor.

Key Personnel and Resources: This goal will draw heavily on the Guidance Department.

Strategies to increase parental involvement

Parents will be informed of this goal, and of available courses (and the student qualifications for these courses) during the monthly Breakfast With the Principal, during the PA Meeting focusing on course selection, and during meetings with Guidance Counselors.

Budget and resources alignment

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

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

No coordination with outside agencies or programs is required to accomplish this goal. We anticipate no budgetary impact, as the activities detailed herein will be undertaken as part of the regular workday. In terms of human resources, this goal relies most heavily upon Guidance Counselors and the Math and Science Departments. We will use TL FSF for all salaries and per session as needed.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

The English Department will have a scaffolded research and writing initiative, so that each grade will produce at least one substantial (5 paragraph) essay per marking period and at least one research paper per year with substantial teacher feedback on submitted first drafts.

Comprehensive needs assessment

As we began the process of implementing the Common Core State Standards, we noticed that students had trouble with expository writing, which relied on many of the same skills that the Common Core stressed in using complex informational texts. We have therefore decided to make a concerted effort at improving students' expository writing skills.

Instructional strategies/activities

Strategies/Activities: The ELA Inquiry Team will develop a uniform method to teach expository writing and rubric for grading. This will be used in the Fall Semester for the 5-paragraph essays, which will revolve around nonfiction (which might relate to the literature currently under study—such as literary criticism or the historical or social effects of literature). At the Semester Break, the process will be evaluated and changed, as appropriate, for the Spring, based on teacher feedback. In the Spring, 5-paragraph essays will again be assigned once per marking period, and a longer research paper will also be assigned. The research paper will be scaffolded so that students produce a first draft by the end of the second marking period, and teachers can comment on the draft and allow time for student revisions (in addition to previous comments on all sections). The *They Say – I Say* workbook will provide a model for English Teachers to develop a method for teaching expository writing through templates.

Steps Taken to Include Teachers in the Decision-Making Regarding the Use of Academic Assessments To Evaluate the Effectiveness of the Strategies/Activities:

Teacher teams will develop the method for teaching expository writing, the specific skills to be emphasized in each grade, a menu of specific writing prompts, and a rubric for evaluating student writing. Additionally, teacher teams will evaluate the process at the end of the semester and brainstorm possible improvements to the teaching and assessment processes.

Timeline for Implementation: Expository essays will be assigned in the Fall Semester, immediately after a rubric was developed during Professional Development.

The method for teaching writing and the rubric will be evaluated in January and refined for the Spring semester.

Key Personnel and Resources: This goal will draw heavily on the expertise of the English Department and Assistant Principal, especially the Inquiry Team.

Teachers from other departments will be consulted as needed and invited to Inquiry Team meetings.

Strategies to increase parental involvement

Parents will be informed about their child's progress in expository writing via JupiterGrades. Specifically, the various steps and revisions for the research paper will be in the "process" category on JupiterGrades.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

No coordination with outside agencies or programs is required to accomplish this goal. We anticipate no budgetary impact, as the activities detailed herein will be undertaken as part of the regular workday (for example, Circular 6 activities). In terms of human resources, this goal relies most heavily upon the English Department. We will use TL FSF for all salaries and per session as needed.

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	Interactive reading and writing exercises designed around complex nonfiction texts.	Small Group Instruction (9 students total, one teacher), forty minutes per week.	Provided after school on Fridays.
Mathematics	NO STUDENTS	NO STUDENTS	NO STUDENTS
Science	NO STUDENTS	NO STUDENTS	NO STUDENTS
Social Studies	NO STUDENTS	NO STUDENTS	NO STUDENTS
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NO STUDENTS	NO STUDENTS	NO STUDENTS

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.

All Bronx Science teachers are Highly Qualified at the time they are hired. Furthermore, all teachers are teaching classes for which they are Highly Qualified.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

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 Jie Zhang	District 10	Borough Bronx	School Number 445
School Name The Bronx High School of Science			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	16
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	2
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	3011	Total Number of ELLs	2	ELLs as share of total student population (%)	0.07%
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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*

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	0	0	0	0	0	0	2
Total	2	0	0	0	0	0	0	0	0	2

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	1																		1	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	1	0	1	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														0
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	2	0	0	0	2								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

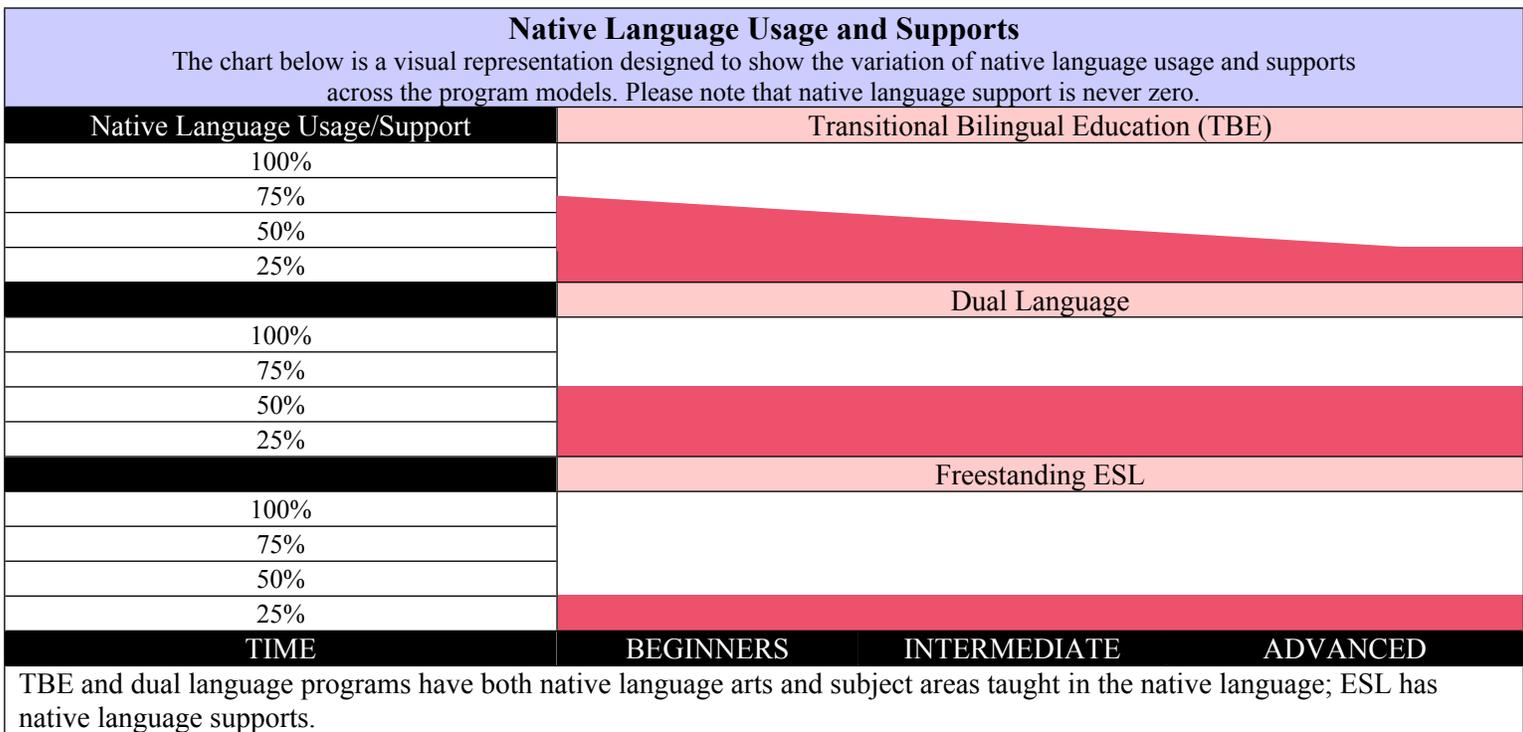
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1.	We will use title III monies to support our ESL and content teachers use best practices for ELL curriculum.
2.	We provide support through faculty and department conferences.
3.	The training takes place through faculty and department conferences

E. Parental Involvement	
1.	Describe parent involvement in your school, including parents of ELLs.
2.	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3.	How do you evaluate the needs of the parents?
4.	How do your parental involvement activities address the needs of the parents?
1.	Parent involvement at Bronx Science is genreally high. We will use title III monies to include the parents of ELLs and will provide translation services.
2.	No.
3.	We evaluate the needs of the parents by contacting them for an informal interview.
4.	Alignment is assured through informal conversations between our parent coordinator and parents of ELLs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Our school uses class exams and informal measures to assess the progress of our ELLs, under the direction of Lisa Rocchio, AP LOTE.
2. No patterns are revealed. There were no ELLs in 2010-11, and only two in 2011-12.
3. No patterns are revealed.
4. No patterns are revealed.
5. We have no dual language program.
6. Based on ELL's success in class, and their scores on the NYSESLAT and NYS Regents Exams, we will evaluate the success of our ELL programs.

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: DSSI 02 **Network:**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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