

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BRONX CENTER FOR SCIENCE AND MATHEMATICS

DBN (i.e. 01M001): 09X260

Principal: EDWARD TOM

Principal Email: ETOM2@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: BARBARA GAMBINO

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Edward Tom	*Principal or Designee	
Lisa Vushaj	*UFT Chapter Leader or Designee	
Melinda Alston-Pettway	*PA/PTA President or Designated Co-President	
Ramon DeLaRosa	DC 37 Representative, if applicable	
Stephanie Espinal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Barbara Gambino	CBO Representative, if applicable	
Dulce Miriam Jorge	Member/ Parent -Vice-President	
Pearl Douglas	Member/ Parent - Co-Treasurer	
Alvin Pettway	Member/ Parent – Co-Treasurer	
Geniver Gray	Member/ Parent -Secretary	
Tasha Clemmer	Member/ UFT Alternate	
Nicole Terc	Member/ Student Rep	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To exceed New York City graduation and promotion rates of 68% by graduating over 90% of the class of 2015.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

At BCSM we incorporate many research-based instructional strategies and activities in order to provide our scholars with differentiated instruction. We provide our students with low literacy skills with the Wilson Reading program as well as push-in, pull-out, CTT and supplemental instructional support. Our school participates in DY0 Assessments that incorporate NYS Regents type questioning as well as SAT II and AP level questions. The BCSM administration and faculty adopted the Charlotte Danielson Framework for Effective Teaching two years prior to the state and DOE mandates and use it through all cycles of observations throughout the year, formal and informal. Teachers are provided frequent and accurate feedback on instructional practices throughout the year. Teachers include their work with the Danielson Framework in the development of their annual SMART goals. Lastly, at BCSM we use bi-weekly grade-level team meetings to look at student work to identify skill deficiencies that need to be reinforced for student success in the classroom, and we use one of the monthly Monday meetings to focus on best practices. The timeline for implementation is September 2014-June 2015.

B. Key personnel and other resources used to implement each strategy/activity

Leadership team (Principal, APs, Pupil Personnel Support Team, and Faculty)

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monitor passing percentages after each of the 6 marking periods. Target = 88-92% pass rates in all core subjects in each marking period

D. Timeline for implementation and completion including start and end dates

1. On-going September 2014– June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. See above Part A.

Strategies to Increase Parental Involvement

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).

See Title I Parent Involvement Policy (PIP)

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Engage 100% of teachers in the next stages of aligning curriculum and assessment to the Common Core State Standards. Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted, student-centered instructional units with appropriate supports by June 2015.

Comprehensive Needs Assessment

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

The New York State and NYC implementation of the Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Teachers will develop individual and departmental SMART goals to reflect an emphasis on reading and writing aligned with the CCLS. Common Core and curriculum development training will be provided to staff with an emphasis on reading and writing at all levels, grades 9-12, and an emphasis on interdisciplinary work. Bring in consultants and support from LDF assigned by our PSO—New Visions for Public Schools—to provide staff with CCLS alignment training. Create a set of consistent writing standards that teachers in all disciplines will follow (adaptation of the ELA and SS writing rubric and standards). Incorporate a specific strategy for including an extended writing assignment in each humanities classroom by June 2015. The ELA and Science Departments collaborate on a summer assignment for incoming freshmen. The ELA and SS teachers will collaborate on 2 units by Spring 2015 to align with the CCLS. The Mathematics team will collaborate on aligning 2 units by Spring 2015 with the CCSS after receiving the training. The Science team will collaborate with the ELA, SS and Mathematics teachers to align units with the CCLS by June 2015.

2. Key personnel and other resources used to implement each strategy/activity

1. APs and Teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completely aligned Common Core curriculum in Algebra & Geometry as a result of A2I & G2I Initiative & CCLS Aligned interdisciplinary units in ELA & Social Studies.

4. Timeline for implementation and completion including start and end dates

1. On—going September 2014-June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Participation in Professional Development opportunities provided by PSO – New Visions for Public Schools & turn-key during Chancellor PD Days.

Strategies to Increase Parental Involvement

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Continue to improve teacher effectiveness by developing a shared understanding for 100% of teachers by June 2015 around instructional excellence by examining Charlotte Danielson's Framework for Effective Teaching and the practice of BCSM's three "model teachers."

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

Principals and APs will conduct 4-6 mini-observations & 1-2 formal observations for each teacher using selected components of Danielson's Framework for Effective Teaching rubric to provide meaningful feedback. Teachers self-assess on selected components of the rubric. Teachers will be expected to integrate these components into their individual and departmental SMART goals for 2014-2015. A professional development committee consisting of administration, Department Coordinators and model teachers will develop and implement a coherent PD plan for teachers to integrate selected components of the rubric. School administrators will set up and follow a schedule for teacher observation and feedback using the rubric. Teachers will receive timely feedback at least 6-8 times throughout 2014-2015. Teachers are expected to incorporate feedback from post-observations into their annual SMART goals and to visit the classrooms of BCSM's "model teachers."

• Key personnel and other resources used to implement each strategy/activity

1. Principal, APs, and faculty

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Progress on the mini-observations & formal observations throughout the school year with noticeable improvement along the scale from ineffective to developing to effective to highly effective.
2. Notes from intervisitations.

• Timeline for implementation and completion including start and end dates

1. On-going September 2014-June 2015

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Participation in NYCDOE and PSO Professional Development opportunities around teacher evaluation & Charlotte Danielson training.

Strategies to Increase Parental Involvement

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).

See Title I Parent Involvement Policy (PIP)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

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

Participate in the Learning Partners Program (LPP) as a host school working with two partners, Astor Collegiate and Pelham Prep. The overriding goal is to work on building leadership and capacity within the schools, but as always we will also share best practices and support each other in meeting the citywide instructional expectations for the 2014-2015 school year.

Comprehensive Needs Assessment

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

LPP is set up as a program by which schools help each other using the philosophy of “the answer is in the room.” With the help of a facilitator, partners visit the host school three times in the year and the host visits the partners five times. During the visits schools set up areas of need or areas in which they would like feedback, for example, teacher team meetings, CTT efficacy, or leadership roles. Schools plan the agenda so that there is a welcome and discussion of the goals for the day, time to observe and work, time to debrief as a whole group, and then time to work in individual groups to plan for implementation of what was observed and to plan for the next visit. The bottom line is that these meetings, discussions, and adjustments should lead to better instruction, higher standardized test results and higher graduation rates in all schools.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- With the help of the facilitator, the Bronx Center for Science and Mathematics will visit its partner schools in order to observe their processes and procedures and to provide and receive constructive feedback.
- With the help of the facilitator, the partner schools will visit the Bronx Center for Science and Mathematics in order to observe our processes and procedures, ask questions, and provide and receive constructive feedback.
- A report will be written at the end of the year documenting this process and its successes and areas needing improvement.

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, APs, and faculty

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback from partner schools with respect to new systems or initiatives and their results.

4. Timeline for implementation and completion including start and end dates

1. On-going September 2014-June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Participation in NYCDOE and PSO Professional Development opportunities as well as periodic sessions with the DOE facilitator.

Strategies to Increase Parental Involvement

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).

See Title I Parent Involvement Policy (PIP)

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		X	Title IA		Title IIA		Title III		Set Aside	X	Grants
----------	-----------------	--	----------	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

90% of graduates will be prepared for post high school opportunities, e.g., 2 or 4-year college, vocational training, military placement, or the work force by August 2015.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

c. Strategies/activities that encompass the needs of identified subgroups

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

d. Key personnel and other resources used to implement each strategy/activity

6. Principal, APs, and faculty

e. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance for the Peer mentoring program & After-School Tutoring and Enrichment Programs
2. Attendance for Hayden and Heckscher bridge programs

f. Timeline for implementation and completion including start and end dates

1. On-Going July 2014-June 2015

g. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Charles Hayden Foundation & Heckscher Foundation has supported Summer Bridge Programs and a Comprehensive After-School Programs that includes athletics and the arts.

Strategies to Increase Parental Involvement

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).

See Title I Parent Involvement Policy (PIP)

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside	X	Grants
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • CTT support services • Wilson Reading System, small group setting • One-to-one tutoring • S.A.T. Prep • Peer-Mentoring • Saturday Academy for at-risk seniors • English Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • Wilson Reading System, small group setting • One-to-one tutoring • S.A.T. Prep • Peer-mentoring • Small group setting 	<ul style="list-style-type: none"> • During the school day • During the school day • Before/during/after school • After school and/or Saturday • After school • Saturday • After school and/or Saturday
Mathematics	<ul style="list-style-type: none"> • CTT support services • One-to-one tutoring • S.A.T. Prep • Peer-Mentoring • Math Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring • Small group setting 	<ul style="list-style-type: none"> • During the school day • During the school day • Before/during/after school • After school and/or Saturday • After school • Saturday • After school and/or Saturday
Science	<ul style="list-style-type: none"> • CTT support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy • Science Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy 	<ul style="list-style-type: none"> • During the school day • Before/during/after school • After school and/or Saturday • During the school day • After school and/or Saturday
Social Studies	<ul style="list-style-type: none"> • CTT support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy • Social Studies Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy 	<ul style="list-style-type: none"> • During the school day • Before/during/after school • After school and/or Saturday • During the school day • After school and/or Saturday
At-risk services (e.g. provided by the Guidance Counselor, School)	<ul style="list-style-type: none"> • Datacacion Online Tracking • One-to-one 	<ul style="list-style-type: none"> • Datacacion Online Tracking • One-to-one 	<ul style="list-style-type: none"> • During the school day • During the school day

Psychologist, Social Worker, etc.)	<ul style="list-style-type: none">• Crisis Intervention• Individual and/or group counseling• Referrals to hospitals and/or C.B.O.• ATS Tracking System	<ul style="list-style-type: none">• Crisis Intervention• Individual and/or group counseling• Referrals to hospitals and/or C.B.O.• ILOG tracking intervention	<ul style="list-style-type: none">• Before/during/after school• Before/during/after school• Before/during/after school• During/after intervention
---	---	--	--

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
See above

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The Pupil Personnel Team (Assistant Principal/Social Worker, Guidance Counselors, and Academic Dean) at BCSM holds weekly meetings to discuss how we can leverage federal, state, and local services and programs to best serve the needs of our student population (especially those who are in temporary housing and foster care).
Personnel:
AP-Organization
Academic Dean
Supervising Guidance Counselors

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

MOSL Leadership Team, UFT Consultation Meetings, UFT membership on the SLT, PD committee for Monday workshops

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

School has invested in translation wireless headsets for monthly PA meetings and pays for monthly translation of all school documents for September 2014-June 2015 meetings.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

All or any services related to ELT or AIS will be made available to all students during the regular school day program.

Parent Involvement Policy (PIP)

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

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

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

Action Plan for Implementation of Required Parental Involvement Policy Components

1. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Develop the plan collaboratively with parents throughout the year during monthly PA meetings.

2. The Bronx Center for Science and Mathematics will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Allow parents monthly through PA meetings/open forum to voice concerns and recommendations for improvement with the administrative team.

3. The Bronx Center for Science and Mathematics will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parent workshops and parent orientations
- Provide parents with progress reports via the Skedula Internet program
- Develop a system of communication between the parents and the school community
- The Bronx Center for Science and Mathematics will coordinate and integrate Title I parental involvement strategies with parental involvement strategies through parent workshops

4. The Bronx Center for Science and Mathematics will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement

activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- During the end-of-year PA meeting we will celebrate and reflect on the strengths and areas in need of improvement for the school parental involvement policy.
- Data collected will be analyzed by the School Leadership Team and the recommendations that are found to be of greater importance would be integrated into the following years Parental Involvement Policy.

5. The Bronx Center for Science and Mathematics will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

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

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

6. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing guest speakers to present on topics of interest/need to the parent community; using the monthly Parent Association meetings to offer parents guidance and support with financial literacy, the college application process, Skedula training, and parenting skills workshops

7. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Inviting parent leaders to participate in regional and city-wide parent leadership training workshops so they can conduct workshops during monthly staff meetings or professional development workshops and at open-house events with prospective students and parents

8. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Empowering the parents to research and engage in community outreach to CBOs that can provide parents and the school with the necessary support services to drive increased parental involvement.

9. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by:

- Providing students with monthly bilingual parent updates, including Parent Association meeting agendas and special event notices; and regular notifications through the School Messenger telephone system

I. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times,
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

V. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Signature of PTA President on the CEP. This policy was adopted by the Bronx Center for Science and Mathematics on 06/2014 and will be in effect for the period of September 2014- June 2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2014.

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

PLEDGE BY THE BRONX CENTER FOR SCIENCE AND MATHEMATICS

The Bronx Center for Science and Mathematics, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-15.

The Bronx Center for Science and Mathematics will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by:

- a. offering extensive professional development on curriculum mapping and lesson planning providing teachers with common planning time within departments weekly.
- b. conducting timely and thorough observations and feedback to teachers
- c. providing resources to teachers to integrate technology in the classrooms

2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall in October 2014 and once in the spring in March 2015.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through mailings and through Skedula, a web-based grading system that can be accessed with username and password.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through appointments, phone conferences, and the semi-annual parent-teacher conferences.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by allowing parents to shadow their child for a day attending classes with their child.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

PLEDGE BY THE PARENT/GUARDIAN

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

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

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

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

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

I understand that the BCSM school day is longer on Tuesday (8:15AM – 3:50 PM) if my child has Study Hall on his/her schedule and/or needs tutoring during ninth period (2:38-3:50 PM) , and I will ensure that my child benefits from this extra time. If my child falls below a grade of 80 in any subject he/she will be expected to attend after school tutoring from 2:38PM – 4:30PM offered on Wednesday and Thursday.

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

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

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

I will communicate regularly with my child's teachers. I will return a phone call from a member of the BCSM staff within 48 hours.

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

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

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

I will make every effort to attend at least three PA meetings during the school year so that my child will have a voice.

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

PLEDGE BY THE STUDENT

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

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

I will attend school every day.

I will arrive at school on time everyday.

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

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

1. I will **Respect** my classmates, teachers, school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will do what is asked of me to perform a task. I also know that my classmates are my teammates; I will never purposely disrespect, disappoint, nor let them down.
2. I will demonstrate **Integrity** by always being honest through my actions towards my self, my family, friends, teachers, and community.
3. I will show respect towards and bestow **Honor** upon my family, friends, teachers, my school and my community by always putting forth my best effort and striving for excellence. I will honor the core virtues & traditions of the school.
4. I will strive for **Excellence** in every subject class by producing top quality work. I will complete my homework every night, be an active participant in class discussions and prepare for assessments with due diligence. I will demonstrate greatness, perfection, and superiority in everything that I do and represent.
5. I will make the **Commitment** to my studies and realize that by doing so I will leave this school prepared to meet the challenges of college and the global work force. I pledge to personal growth and the achievement of academic excellence.
6. I realize that the work will be challenging, but I when it gets overwhelming and I get frustrated I will continue to **Persevere** and not give up. I will seek out the academic and/or emotional support from my advisor at BCSM.
7. I will partake in community **Service** and help bring the BCSM values to the local, national, and global community.

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

Signed: _____

Date: _____

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$346,395.06	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,282,973.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 to 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 09	Borough BX	School Number 260
School Name Bronx Center for Science and Mathematics		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Edward Tom	Assistant Principal Stephen Seltzer
Coach	Coach
ESL Teacher S. Tynan	Guidance Counselor P. Klarl, S. Molina
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider P. Klarl, S. Molina	Other
Network Leader(Only if working with the LAP team) Barbara Gambino	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
---	----------	---	----------	---	----------

Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	462	Total number of ELLs	18	ELLs as share of total student population (%)	3.90%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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	Tot #
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														
										1	1	1	1	1
														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	17
SIFE	5	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	13

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 SWD. ⓘ

	ELLs by Subgroups									Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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	2	3	2	3	13	1	13	18
Total	2	0	2	3	2	3	13	1	13	18

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transition al 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	
										0	0	0	0	00	
										0	0	0	0	00	
										0	0	0	0	00	
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																		
Number of ELLs by Grade in Each Language Group																		

	K	1	2	3	4	5	6	7	8	TO TA L										
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Dual Language (ELLs/EPs) 9-12												
Number of ELLs by Grade in Each Language Group												
	9	10	11	12	TOTAL							
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	
											00	00
											00	00
											00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number): African-American: <u>0</u> Asian: <u>0</u> Hispanic/Latino: <u>0</u> White (Non-Hispanic/Latino): <u>0</u> Native American: <u>0</u> Other: <u>0</u>		

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										10	5	1	0	16
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French												1		1

Korean														00
Punjabi														00
Polish														00
Albanian														00
Other											1			1
TOTAL	00	10	6	2	00	18								

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										5	1			6	
Advanced (A)										4	5	2		11	
Total	00	00	00	00	00	00	00	00	00	9	6	2	00	17	

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														

READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA						
Grade		Level 1	Level 2	Level 3	Level 4	Total
3						00
4						00
5						00
6						00
7						00
8						00
NYSAA Bilingual (SWD)						00

NYS Math									
	Level 1	Level 2	Level 3	Level 4	Total				
Grade	English	NL	English	NL	English	NL	English	NL	
3									00
4									00
5									00
6									00
7									00

8									00
NYSAA Bilingual (SWD)									00

NYS Science	Level 1	Level 2	Level 3	Level 4	Total				
	English	NL	English	NL	English	NL	English	NL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	7		6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				

Global History and	1		0	
Geography				
US History and				
Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Students are evaluated by their LABR scores. Students are also evaluated by the English diagnostic test administered during "Freshmen Orientation" (one week before the start of school). Students are placed according to the data. Parents of the students identified as needing ESL services are contacted to conference on the needs based on the student's performance level. Parents are provided information about student services and support at the meeting.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Students need more support with regard to reading comprehension and writing proficiency. We work to provide this not only in the ESL class but also across the curriculum.

3. . How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

In previous answer, there is an upward trajectory in the proficiency levels for majority of the students. Students demonstrate stronger comprehension and skills in listening/speaking than reading/writing. Targeted interventions have been implemented to address the deficiencies in reading by assisting the student in identifying main ideas, identifying rhetorical and literary devices, etc. For writing students will work on construction of thesis statements, providing support details, and creating coherent five-paragraph essays, grammar and vocabulary development. Metacognitive reading skills, inferencing, activating schema, determining importance and linkage will be stressed. CALP (cognitive, academic language and proficiency) will be achieved.

4. For each program, answer the following:

a. 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?

a. Aside from their Spanish classes, students are not taking tests in their native language. For example, with regard to Regents exams, students have refused the option to take the exam in their native language even though this option has been provided.

b. The lowest third of the class is identified based on performance on Regents, NYSESLAT and overall academic achievement. The needs of the lowest third population are specifically addressed in humanities classes. Students are also interviewed by the grade level teams to support advancement in literary skills. Students are aligned with a peer tutor.

c. See above.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Literacy skills and language objectives are paired with content objectives throughout the content areas. Implementing this collaborative style, instructors focus and plan instruction that students will understand in the content area.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Examining the growth of the students in classroom performance as well as in standardized exams such as the NYSESLAT.

Part IV: ELL Identification Process

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

Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Screening begins with the 9th grade guidance counselor, who speaks Spanish. If the student does not seem to speak English fluently, a further interview with the counselor, student, and parents is conducted. If the parents' home language is a language other than Spanish, the phone interpretation services indicated on the "Language Identification Guide" are utilized. The HLIS is given, and the student's English proficiency is evaluated in an informal interview. If the student does not seem English-dominant, the LAB-R is administered shortly thereafter, the result of which will determine whether the student requires ELL services.

2. 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.

The program model video is shown to the parent and a brochure is provided. Videos and brochures in the parents' home languages are selected. The "Language Identification Guide" is used to determine the parents' home language. If necessary, preference sheets in home languages are obtained and then provided to the parents.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Preference sheets are collected and kept on file. Calls are made home and the attendance coordinator is consulted for a possible home visit if preference sheets are not returned. Phone calls and letters are delivered in the native language. Faculty who communicate in the native language of the student support the student and family by communicating all services.

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.

Once bilingual entitlement letters are distributed, students are evaluated by their LABR scores. Students are also evaluated by the English diagnostic test administered during "Freshmen Orientation" (one week before the student start of school). Students are placed according to the data. Parents of students identified as needing ESL services are contacted to conference on the needs based on the student's performance level. Parents are informed of student services and support at the meeting.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL instructor meets with volunteers from the ELA department to discuss the standards for each section and to familiarize them with the tasks and rubrics. These volunteers work with the instructor to administer and score the exams. The guidance counselor submits the results.

6. 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.) 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**

BCSM's selection is limited to the ESL class. As this is the only choice and parents are made aware of this during orientation, the selection and alignment are not an issue.

Part V: ELL Programming

Programming and Scheduling Information

1. . How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?

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])?

1a) Students are taught by a licensed ESL teacher in a self-contained ELL class.

1b) The departmentalized and self-contained classes are heterogeneous and ungraded, due to the number (18) of students.

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)?

How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2) The licensed ESL instructor's teaching program consists of five 45-minute periods weekly. This ensures that the mandated minutes are met. AIS services are also provided three days a week, for 45 minutes each, to support students in need.

2a) All periods are 45 minutes daily, adding up to 225 minutes per week for intermediate and advanced-level students. The three advanced students also take ELA classes for 225 minutes weekly

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 foster language development and meet the demands of the Common Core Learning Standards.

3. Instruction in all subjects is in English. In the departmentalized and self-contained ELL classes, instruction is differentiated by frequent pair and group work, individualized assignments, and the choosing of reading material which all students can master. Extensive prereading activities are undertaken, including listening for comprehension and information. In order for students to develop their own vocabulary skills, strategies are employed, with reference made to their content area subjects. Students work on text vocabulary, employing both contextual guessing and dictionary skills. Reading is done individually and the instructor also reads text to students. To develop writing skills and remedy common ESL grammar problems, peer-editing activities are undertaken using an editing sheet (which focuses on run-on sentences, noun singular-plural usage, verb singular-plural agreement, article usage, and verb tense and form usage).

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. Spanish language students are tested by the Spanish Language Department to measure their native language abilities.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Students are subject to periodic assessment within their ESL class as well as in their other content-area classes.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d, Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Instruction is differentiated for various subgroups. The instructor and the school will explore the feasibility of using computer programs, such as the "My Access Plato," "Excell 3000," "Achieve," and "Fast Track" programs for selected students.

a) There are no SIFE students currently in ESL. SIFE students would attend the self-contained ESL class. If needed additional instruction would be given during 10-to-1 extended time.

b) At present we do not have any students in the country for less than three years.

c) For students in the country 4 – 6 years, when analyzing results of the NYSELAT and their progress in the ELL class, a prime concern is fossilization, particularly in reading and writing skills. Therefore, there is a heavy emphasis on interpreting and analyzing authentic literature both verbally and in writing. Authentic nonfiction materials, selected with second-language students in mind, are also read. Most of the nonfiction reading is related to the literary works read in class. Students frequently have writing assignments in a variety of formats and registers, including creative writing. Students perfect essay writing skills by demonstrating mastery in writing introductions, bodies, and conclusions. The above three components include mastery of general statements, thesis statements, topic sentences, development through detail, summarizing, paraphrasing, and adding a final thought.

d) The approach to long-term ELLs is similar to that of 4 – 6 year ELLs, except that literature and nonfiction pieces are not vetted as much for vocabulary, and more arduous (in length and content) writing tasks are assigned.

e) For students with IEPs (3), the instructor familiarizes herself with the students' IEPs, and instruction is modified to student needs. Modified readers may be used with students with elementary-school reading levels, and a student who has a disability producing language works individually with the teacher on producing written paragraphs. Students with ADD and/or emotional disorders may be "buddied" with an older student, which greatly helps the younger student to stay focused and control his emotional impulses. The "Wilson Reading" program is also utilized for students with reading levels well below grade age. The ESL instructor utilizes graphic organizers and visual cues in instruction to make material comprehensible in different learning modalities.

7. 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?

Instruction is differentiated according to needs of students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students are provided with necessary time to complete testing and homework outside of the classroom. Tutoring is available during extended time, afterschool, and 0 period.

Courses Taught in Languages Other than English ⓘ				
<p>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:</p> <ul style="list-style-type: none"> 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		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	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	45 minutes per day	45 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.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

Programming and Scheduling Information--Continued

9. 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.

Math and science topics are included in ESL curriculum. Students are exposed to curriculum that highlights different genres of informational texts that include science and math. The English Department has organized "Lowest Third" courses which are a great aid to second-language students enabling ELL students time to keep pace with their course work. Graphic organizers and Smart Boards are utilized across departments, and tutoring is readily available throughout the week in various disciplines.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development

BCSM has a new teacher in charge of the ESL program this year and will be better able to describe the effectiveness at year's end.

11. What new programs or improvements will be considered for the upcoming school year?

More push-in ESL support will be considered for ELL students.

12. What programs/services for ELLs will be discontinued and why?

At this time no service or program for ELL students is under consideration for discontinuance.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students are provided the opportunity to participate in a number of after-school clubs, including the Chess, Music, and Pink Ladies clubs, among others. Students are also provided the opportunity to participate in sports teams, including the boys' baseball team and the girls' basketball and softball teams.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional material is based on "Milestones" ESL text, Realia based on current event articles, and text excerpts from ELL curriculum.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Spanish Language Arts courses are offered. Spanish bilingual dictionaries are available, and the school has a Spanish bilingual library in the NLA classroom. The school is pursuing the creation of a heritage club to celebrate Latino culture in numerous activities (such as students making pinatas for the holiday season). A Spanish-speaking counselor is available, and much of the support staff (two secretaries and a school aide) are Spanish-speaking. One of the assistant principals, who is also a licensed social worker, is also Spanish-speaking. The Parent Coordinator is Spanish-speaking as well.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Curriculum and resources are designed for 9-12. Curriculum is differentiated for students below or above grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The ESL instructor partakes in the "Freshmen Orientation" before the school year begins. ELL student writing is collected and evaluated, and an informal interview is held with the incoming ELL students.

18. What language electives are offered to ELLs?

Six levels of Spanish Language are offered to the students.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?

d. What Dual Language model is used (side-by-side, self-contained, other)?

e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

Professional Development and Support for School Staff

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

1. The ELL personnel attends PD through her base school, Eximius.

What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. The topic is addressed during CCLS and writing PDs at the beginning of the year and during PD days throughout the year. The work focuses on specific students and student work.

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. See above. This work then focuses on the freshman diagnostic administered in August.

Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

4. See number 2 above.

Parental Involvement

Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

1. Much of this work is done during open houses and during Parent Association meetings, in which we hold workshops for parents on topics such as using Skedula and study skills.

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

2. Not at this time.

How do you evaluate the needs of the parents?

3. While there is no formal procedure in place, we informally evaluate the needs of the parents through conversations with guidance counselors, during parent-teacher conferences, during the “student needs” meetings, and at the Parent Association workshops.

How do your parental involvement activities address the needs of the parents?

4. First, the needs are addressed based on conversations with the parents and parent feedback. We address issues the parents might have in working with the student or that we might have in the classroom. Through this partnership we hope to best meet the needs of the student.

Additional Information

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

Part VI: LAP Assurances

School Name:			
School DBN:			
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Tom	Principal		11/14/13
Stephen Seltzer	Assistant Principal		11/14/13
	Parent Coordinator		
Susan Tynan	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Patricia Klarl	Guidance Counselor		11/14/13
Barbara Gambino	Network Leader		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 562 Network: New Visions for Public Schools

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

Part A: Needs Assessment Findings

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

In order to assess our school's interpretation needs we refer to home language surveys. Additionally, during the 2013-2014 school year, parents who attended Freshman Orientation, Parent Orientation and Parent-Teacher Conferences were asked to notify the school if they prefer written and oral communication in their native language. Over 70% of the school population indicated they preferred written and oral communication in Spanish. Teachers who need translation services to communicate with a parent will reach out to the Assistant Principal and Guidance Counselor. All documents sent home with students are translated into Spanish.

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

During the 2013-2014 school year, over 70% of our school population indicated Spanish as their preferred language. The automated school messaging system made calls to all of these parents informing them that we have a bilingual Social Worker, two bilingual Assistant Principals, a bilingual Guidance Counselor, and a bilingual School Aide available to them if they needed any assistance.

Part B: Strategies and Activities

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

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

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

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

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

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