

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

10X445

School Name:

BRONX HIGH SCHOOL OF SCIENCE

Principal:

DR. JEAN DONAHUE

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: High School (9-12) School Number (DBN): 10X445
School Type: High School Grades Served: 9-12
School Address: 75 West 205th St. Bronx, NY 10468
Phone Number: 718-817-7700 Fax: 718-733-7951
School Contact Person: Jean Donahue Email Address: donahue@bxscience.edu
Principal: Jean Donahue, Ph.D.
UFT Chapter Leader: Jerry Eng
Parents' Association Presidents: Shanti Knock & Patrick Gibbons
SLT Chairpeople: Geraldine Baum, RoseAnn Watson Antsy & Lisa Rocchio
Student Representative(s): Steven Yu & Rebecca Korenberg

District Information

District: 10 Superintendent: Elaine Lindsey
Superintendent's Office Address: 1 Fordham Plaza - Room 842A, Bronx, NY 10458
Superintendent's Email Address: ELindse@schools.nyc.gov
Phone Number: 718-741-3157 Fax: _____

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: CFN 201 Network Leader: Joseph Zaza

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jean Donahue	*Principal or Designee	
Jerry Eng	*UFT Chapter Leader	
Shanti Knock	*PA Co-President/ Parent	
Daniel Ranells	DC 37 Representative	
Steven Yu	Student Representative	
Rebecca Korenberg	Student Representative	
Geraldine Baum	Co-Chair/ Parent	
Jon Cruz	Member/ Teacher	
Patrick Gibbons	Member/ P.A. Co-President	
Debra Goetz	Member/ Parent	
Carrie Karabelas	Member/ Parent	
Lisa Rocchio	Co-Chairperson/CSA Representative	
Danielle Stettin	Member/ Parent	
Alex Thorp	Member/ Teacher	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision-making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements through principal and school practice, with the ultimate goal of positively impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher Support and Supervision (4.1), Goals and Action Plans (3.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices when necessary.

Remember, the plan is only the beginning. Treat it as a living document, and feel free to adjust along the way as your experiences and the evidence dictate. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Bronx High School of Science is a specialized high school with a focus on science and mathematics. Students undertake a rigorous course of study well beyond the standards for NYC, including four years of laboratory sciences. Students will have the opportunity to move beyond AP and avail themselves of Post-AP courses in Multivariable Calculus, Linear Algebra and Differential Equations, Game Programming, App Development, Genetics, and Psychology. There is also a successful Intel Research Program with strands in Biology, Physical Science, Social Science, Mathematics, and Computer Science.

Although we focus primarily on science and mathematics, we also have a strong humanities program that complements and reinforces the habits of mind developed in science. Courses in English, Social Studies, and Foreign Language apply the scientific method and logic applicable in "hard" science to a wide range of problems, from isolating the causes of WWII to teasing out the theme of a novel. Students with strengths in the humanities will find a number of AP courses in which they might be interested. The English and Social Studies Departments offer every available AP course, and an elective course that manages the nation's only high-school Holocaust Museum. The Foreign Language Department offers AP study in nearly every available language, as well as a wide range of electives.

Beyond the classroom, the extremely diverse student body is involved in extra-curricular activities and forty-four PSAL teams, which foster student camaraderie. All of our clubs and extra-curricular activities serve as a forum for students to coalesce around common interests (e.g., Science Fiction, The Stock Market, etc.). Our Speech & Debate Team is nationally recognized, having won several prestigious awards last year.

Recent initiatives include expanding our Engineering and Computer Science programs, including the building of a new state-of-the-art facility for Engineering, Computer Science, and Robotics (opening in 2015). We have also worked to increase Guidance Support, particularly for Freshmen (with a focus on healthy decision making) and for Seniors navigating the college application process.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on an analysis of data presented in the School Quality Guide, Bronx Science is providing rigorous instruction. This is demonstrated by the high scores on measures of Student Progress and Student Achievement, both of which are “Exceeding Target. The quantitative data has been largely supported by qualitative data gathered during classroom observations and analysis of student work by Teacher Teams.

While we have made significant progress in adapting to the Instructional Shifts called for by the CCLS and the Danielson Framework, analysis of the “Weighted Regents Pass Rates” indicates that rates in Global History and Mathematics could improve. In both cases, maintaining the current Weighted Regents Pass Rate would not lead to scores “Exceeding Target” in the 2014-15 school year.

Informed by the Capacity Framework Element of Rigorous Instruction, we have identified a need to improve performance on Regents Exams so that we continue to meet or exceed DOE targets. The Advanced Regents with Honors Diploma is a measure to which all Regents Exams can contribute, and around which we can organize rigorous and student-centered instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase the % of students graduating in June 2015 with an Advanced Regents Diploma with Honors from 72% to 74%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., over-age/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Meeting this goal will require interdepartmental collaboration, which addresses the Capacity Framework element of Trust. As such, some time during PD and Department Meetings will be set aside to share best practices in preparing students for the Regents Exam, and in	All Regents Teachers	Ongoing to June	Assistant Principals

having teachers collaborate on such strategies.			
Targeted Tutoring: Based on the results of midyear (and, where appropriate, quarterly) examinations, and analysis of such data by unit and by question type, students in danger of receiving low Regents grades will be programmed for targeted tutoring sessions. Sessions will be targeted either by unit (e.g. The Civil War, Analysis of Trigonometric Functions) or by skill area (e.g. DBQ Writing) as appropriate.	Students scoring below thresholds on designated exams	Analysis performed after Quarterly and Midyear exams	Assistant Principal, Teacher Team Leaders, Data Specialist, Teachers leading targeted tutoring sessions.
The core subjects (Mathematics, ELA, Social Studies, and Science) will engage in differentiated tutoring and instruction for students who are achieving grades below mastery on unit exams.	Students scoring below mastery	Analysis performed after unit exams	Assistant Principal, Teachers of Regents Courses, Data Specialist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
While some targeted tutoring will take place during Small Group Instruction, per-session funding will also be needed so that all students can be appropriately programmed for targeted tutoring. Where appropriate, digital resources such as the Khan Academy are recommended to students who need an alternative representation of the context.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a midpoint benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for midpoint progress monitoring activities.				
At the end of the first semester:				
- Data Analysis of midyear exams will identify students to be targeted				
- Guidance counselors will develop a preliminary list of students graduating with Advanced Regents Diploma with Honors				
Part 6b. Complete in February 2015.				
1.	Did the school meet the midpoint benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

School Environment was the only area in which our School Quality Report indicated that we were meeting, rather than exceeding, the target. Results from the School Survey, as well as anecdotal reports from students, indicated that the school environment could improve. Using the Capacity Framework Element of Supportive Environment, while it was clear that students felt challenged, it was also clear that some students require further support.

Teachers and counselors typically observed that 9th Grade students sometimes had trouble with the transition from middle school, sometimes resulting in later academic and/or social difficulty. On the whole however, 9th Grade students have responded well to interventions.

It was also observed that students in need of outside mental health services were sometimes reluctant to attend, at least partially because of the travel involved.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Increase the % of 9th graders earning 10 credits (or more) by from 99.5% in June 2014 to 100% in June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Guidance counselors will teach a series of six “push-in” lessons during the Fall term, and another six during the Spring term, in the 9 th Grade Research Literacy and Writing Seminar classes. The Fall sessions are 1) Time Management & Organization; 2) Digital Online Footprint; 3) Identifying Learning Styles and Strategies for Academic Success; 4) Diversity and Respect For All; 5) Cyber-Bullying Awareness; 6) Dealing with Peer Pressure. The Spring sessions will focus on planning for the rest of high school, developing a “four year plan” and other identified areas of need.	All Freshmen Students	Fall sessions took place in September & October. Spring sessions scheduled	Aaron Kind & Guidance Dept.

		for February and March.	
A partnership is developing with a community support services center, to which we currently refer students in need of services outside of school, which would allow that center to operate at Bronx Science. It is hoped that making mental health services easier to access will improve the rate at which identified students continue to receive services. It is also hoped that this would facilitate an easier referral process for students in need of such services.	Students identified as in need of support services	Approval process is underway, with a planned February opening	Guidance Counselors, Assistant Principal
As part of ongoing professional development, teachers will be offered sessions dealing with the topics addressed in this goal. For example, workshops could focus on helping adolescents deal with stress, on collaborating with guidance counselors (particularly 9 th grade teachers to reinforce the skills taught in the “push-in” sessions), and on the special needs of IEP/504 students.	Self-selected teachers	PD survey distributed to teachers in December. At least one PD to take place over Spring Semester (depending on demand)	Assistant Principals, Guidance Counselors, PD Committee.
All members of the instructional staff will take an online course <i>Kognito</i> in order to better recognize the signs of students struggling with mental health issues (i.e. suicide, depression, anxiety, abuse).	Teachers	Before the end of the spring semester	Assistant Principals, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

To ensure adequate space for the CBO providing mental health services, some reconfiguration of office space in the Guidance Suite will be necessary. All other parts of the action plan can be completed during the regular school day with no additional funds.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress-monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a midpoint benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for midpoint progress monitoring activities.

By the end of the Fall Semester

- Half of the guidance “push-in” sessions will be completed
- The relevant PD will be scheduled (if not partially delivered)

- Approval for the CBO to operate at Bronx Science will be granted

Part 6b. Complete in February 2015.

11.	Did the school meet the midpoint benchmark(s) in the timeframe specified?		Yes	X	No
-----	---	--	-----	----------	----

12. If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

All in-school goals have been met. We are waiting for final approval for the CBO to come into school, but all school-based requirements have been met. The action plan will simply be revised to allow more time to receive approval.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The Citywide Instructional Expectations have emphasized that instruction should incorporate the shifts called for by the CCLS. Additionally, the Quality Review Rubric indicates that a large part of a school’s evaluation will rest on the extent to which distributed leadership is used to develop and guide the work of Teacher Teams. Teacher Teams, furthermore, are supposed to translate the CCLS and the Danielson Framework into practice, mainly by looking at student work and developing appropriate pedagogical responses. As a school, we have paid particular attention to questioning and discussion techniques, and to the use of formative assessment within a lesson, because early observations indicated teachers needed the most help in those areas.

Teachers at Bronx Science have collaborated in years past, but the extent of that collaboration was not uniform across departments, and was dependent upon individual groups of teachers to take the initiative. With the advent of newly restructured time for Teacher Teams, it is important for the school to have in place a structure that organizes and evaluates the work of the Teacher Teams schoolwide, given our school-wide emphasis on questioning and discussion in the classroom, and on the use of assessment in the classroom to inform instruction. Teacher Teams are supposed to improve teacher practice, and, as a result, student performance. Therefore, the effective work of teacher teams should be reflected in teacher observations on Danielson Components 3B and 3D.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Strengthen and deepen CCLS implementation by utilizing the distributed leadership of Teacher Teams to identify common problems of practice and implement solutions. A schoolwide focus on questioning and discussion and on using assessment in instruction will improve teacher performance on Danielson Components 3B and 3D. Therefore, at the end of year, the % of teachers scoring at least Effective on Component 3B will increase from 85% on October 30th to 90% on June 1st. The % of teachers scoring at least Effective on Component 3D will increase from 87% on October 30th to 90% on June 1st.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teacher Team Leaders will be given specific training in order to facilitate the work of their Team. Team leaders meet with the APs to discuss areas of concern and ways to coach teachers in the evaluation of student work.	Team Leaders	Training will start in September, and will be	Assistant Principals

		provided as necessary by responsible Assistant Principals	
Teacher Teams will receive appropriate guidance and data to identify a problem of practice and develop a solution.	All teachers (on a team-by-team basis)	Started in October, with technical assistance given as needed.	Assistant Principals, Teacher Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

No additional financial resources will be needed. It is anticipated, however, that Teams will be restructured in the Spring Semester to allow for interdepartmental examination of common problems of practice (e.g. English and Social Studies and the teaching of writing), and vertical and horizontal alignment of teacher teams.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a midpoint benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for midpoint progress monitoring activities.

By the start of the Spring Semester, Teacher Teams will have completed at least one cycle of identifying a problem, and proposing, implementing, and evaluating a solution.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the midpoint benchmark(s) in the timeframe specified?	X	Yes		No
22.	If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bulleted format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Feedback from teachers on the Professional Development Committee indicated an interest in teacher-delivered professional development. Additionally, a survey of faculty indicated that teachers were interested, among other things, in receiving PD about facilitating student-to-student discussions, about using assessment in instruction, and about moving from Effective to Highly Effective on the Danielson rubric.

Given that time is now set aside for Professional Development, and also given the emphasis on that the QR Rubric puts on Distributed Leadership, it is important for teachers to receive at least some of their PD from other teachers’ sharing of “best practices”.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

The school survey asks teachers whether “School leaders provide time for collaboration among teachers.” As a result of attending these teacher-facilitated workshops, the number of teachers selecting “agree” or “strongly agree” with that statement will increase from 69% in 2013-14 to 80% in 2014-15.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Members of the PD Committee will collaboratively determine possible PD topics and speakers, in a manner that will develop mutual trust and respect.	Teachers, Administrators	Monthly	PD Committee
Teachers will provide feedback on PD needs and indicate instances where they (or their colleagues) could give PD on areas of specific expertise.	Teachers	Nov-Dec	Assistant Principals

Citywide PD Days (e.g. Election Day) and some of the repurposed time on Monday afternoon will be allocated to teacher-facilitated PD workshops and to common planning time to align lessons and units with CCLS.	Teachers	Nov, Feb-June (as calendar permits)	Assistant Principals
Each teacher will attend at least one PD session per month (from a menu designed by the PD committee) that is facilitated by another member of the instructional staff, and provides training in Danielson, CCLS, or Advanced Placement competencies, as appropriate.	Teachers	Once per month	Assistant Principals, PD Committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
No additional resources will be needed beyond proper scheduling of PD sessions.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Some of the Monday afternoon time will need to be allocated to PD, and a schedule developed that allows teachers to attend workshops appropriate to their needs.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a midpoint benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for midpoint progress monitoring activities.				
By December, a survey of faculty interest in various PD topics will be conducted. Teacher-led PD in the Spring will be planned by Feb 1.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the midpoint benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In evaluating our needs relative to Capacity Assessment – Strong Family and Community Ties, it was apparent that we have a number of strengths. A strong tradition of alumni involvement, for example, has allowed us to introduce students to professionals in a wide variety of fields, and to help students gather insight into different colleges and careers.

It also became apparent, though, that we could use community resources to help us with other areas. For example, Goal B dealt in part with student mental health, and we had noticed in conversations with parents that they often asked about parenting strategies to help their children deal with high school and adolescence. Parents and students both indicated that students were having some difficulty dealing with stress, and were turning to unhealthy means of coping. Results of the school survey indicated that 23% of students believed that there was drug or alcohol use “most of the time” or “all of the time”. Results also indicated that, while only 16% of parents “agree” or “strongly agree” with the statement that students use drugs or alcohol, 38% of answered, “don’t know”.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parental awareness of stress, coping strategies, and drug and alcohol use by decreasing the % of parents who responded “Don’t Know” to the question “Students drink alcohol, use illegal drugs, or abuse prescription drugs while at school” from 38% to 28%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Utilize the services of a local psychiatrist to begin a 3-week series for parents entitled "Parenting an Adolescent". Parents will be invited to register for a session.	Parents	November	Parent Coordinator
Sessions will be held. Topics include: 1) Dealing with Stress; 2) Time Management; 3) Using Social Media Responsibly	Parents	December (Session 1), January	Parent Coordinator, Guidance,

		(Session 2)	Psychiatrist
Feedback will be solicited via a survey to evaluate the sessions, and, in collaboration with parents, the program will be modified as appropriate.	Parents	1-2 weeks after end of session	Parent Coordinator, Data Specialist
Guidance counselors will conduct outreach with parents as appropriate on issues of drugs and alcohol use. Parents will be targeted for such outreach in association with the Director of Safety and Security.	Parents	Ongoing, as appropriate	Guidance Counselors, Director of Safety and Security

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
No additional resources will be needed.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress-monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a midpoint benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for midpoint progress monitoring activities.				
By February 1 st , one session of workshops will have taken place, with evaluation conducted. Revisions and planning for additional workshops will also be underway, so that outreach can continue in the Spring semester.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the midpoint benchmark(s) in the timeframe specified?	X	Yes	No
42.	If the midpoint benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	9 th Grade: 8 th Grade Level 2 or Teacher Recommendation or Low Grades. Grades 10-12: Teacher Recommendation or Low Grades	Individualized tutoring based on identified areas of weakness. Such areas may be identified through formative and summative classroom assessments or through the DOE MOSL Baseline Exam.	One-to-one or small group instruction	Either during small group Instruction period or during lunchtime tutoring, as the student's schedule permits
Mathematics	Teacher Recommendation or Low Grades	Individualized tutoring based on identified areas of weakness. Such areas may be identified through formative and summative classroom assessments.	One-to-one or small group instruction	Either during Small Group Instruction period or during lunchtime tutoring, as the student's schedule permits
Science	Teacher Recommendation or Low Grades	Individualized tutoring based on identified areas of weakness. Such areas may be identified through formative and summative classroom assessments.	One-to-one or small group instruction	Either during small group Instruction period or during lunchtime tutoring, as the student's schedule permits
Social Studies	Teacher Recommendation or Low Grades	Individualized tutoring based on identified areas of weakness. Such areas may be identified through formative and summative classroom assessments	One-to-one or small group instruction	Either during Small Group Instruction period or during lunchtime tutoring, as the student's schedule permits

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher, parent, or guidance referral</p>	<p>As appropriate, ranging from Study Skills/Organization Group Sessions with a to individual counseling or psychological/social work services.</p>	<p>One-to-one or small group, as appropriate.</p>	<p>During a student's free or lunch period, or during SGI period, as the student's and provider's schedule permits.</p>
--	--	---	---	---

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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 Learning Standards (CCLS).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 (CEP) 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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’s comprehensive educational plan.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)
Bronx Science is not a Title I School.

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school plans to implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time and follows the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended-day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association, or Parent-Teacher Association, or serve (to the extent possible) on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 445
School Name Bronx High School of Science		

B. Language Allocation Policy Team Composition [i](#) 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 Jean Donahue	Assistant Principal Lisa Rocchio
Coach	Coach
ESL Teacher Boyoung Han	Guidance Counselor
Teacher/Subject Area	Parent Adam Stern
Teacher/Subject Area	Parent Coordinator Cindy Golan
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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.	0	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	17	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	2	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)	3037	Total number of ELLs	2	ELLs as share of total student population (%)	0.07%
--	-------------	----------------------	----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0
Advanced (A)														0
Total	0													

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses class exams and informal measures to assess the progress of our ELLs, under the direction of Lisa Rocchio, AP LOTE: The data lets us monitor the progress of our two EL:ls, and will help us ensure that they are making adequate progress.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

No patterns are revealed due to small sample size.

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](#))

No patterns are revealed due to small sample size.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. For our two ELLs, we cannot see any patterns. Our ELLs are performing indistinguishable from their non-ELL peers, and we anticipate them testing out at the earliest opportunity. They are both in 9th grade AP World History, which requires college-level sophistication in reading and writing

b. We do not administer separate ELL periodic assessments.

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](#).)

We use data from regular classroom tests as appropriate.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Lisa Rocchio, AP LOTE, will ensure this through individual conversations with the child and relevant teachers.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We evaluate the success of our programs for ELLs using Periodic Assessments, Classroom Assessments, and Regents Exam scores, as appropriate.

Part IV: ELL Identification Process

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](#).)
Initial assessment of students who might possibly be ELLs begins with administration of the home language questionnaire. Students who indicate that they speak another language or that their home language is not English are given the informal interview in English and in the second language. Students who do in fact speak a second language are then given the LAB-R, and appropriately placed based on those results. Lisa Rocchio, AP LOTE, conducts this initial assessment.
- 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.
All information regarding program choices is provided in the parents' native language. Outreach to parents is handled by Lisa Rocchio, in conjunction with the student's guidance counselor. Meetings with parents to discuss program choices are held during the school day, and are scheduled as soon as an ELL student is identified
- 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 [\[see tool kit\]](#).)

Distribution of Entitlement Letters, and collection of Parent Survey and Program Selection forms are handled by Lisa Rocchio in

consultation with the student's guidance counselor.

4. 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.
The procedure for placement would involve a student and parent meeting with Lisa Rocchio and the guidance staff, as well as the student's teachers. Following identification of specific strengths and weaknesses, an appropriately supportive ELL program would be determined. In all cases, parents would receive communication in their native language, through translation by either a Bronx Science faculty member fluent in the language or by a DOE provided translator.
5. 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.
As none of our ELLs are having any academic difficulty, the NYSESLAT will be administered at the earliest possible opportunity.
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. 
While conducting initial interviews with students and parents, the Assistant Principal noted that parents were distressed at the possibility of their children being placed into ESL classes. All parents requested that their children NOT be given any ESL classes.

Part V: ELL Programming

A. 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](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered using a pull-out model and heterogenous grouping.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

. Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 1 ELA Class daily, and monthly meetings with Lisa Rocchio, AP LOTE, and drop-in meetings during Small Group Instruction with an ESL teacher as necessary (minimum once per month):.
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.

Content areas deliver instruction following the Standards instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. Levelled reading materials, manipulatives, graphic organizers, non-verbal and context clues.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We integrate technology to support writing instruction and motivate students to use written language to communicate. We draw on their background experiences and encourage connections between academic concepts and students' own lives. We connect with students' families and culture. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Lastly, we vary assessment strategies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All of our ELLs have acquired English skills in all modalities that are equivalent to the non-ELL population. Thus, they are evaluated in ELA alongside their peers
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).

We do not have different subgroups.
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?

We have no ELL-SWDs.
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?

We have no ELL-SWDs.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

Courses Taught in Languages Other than English ⓘ

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

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

Social Studies:				
Math:				
Science:				

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

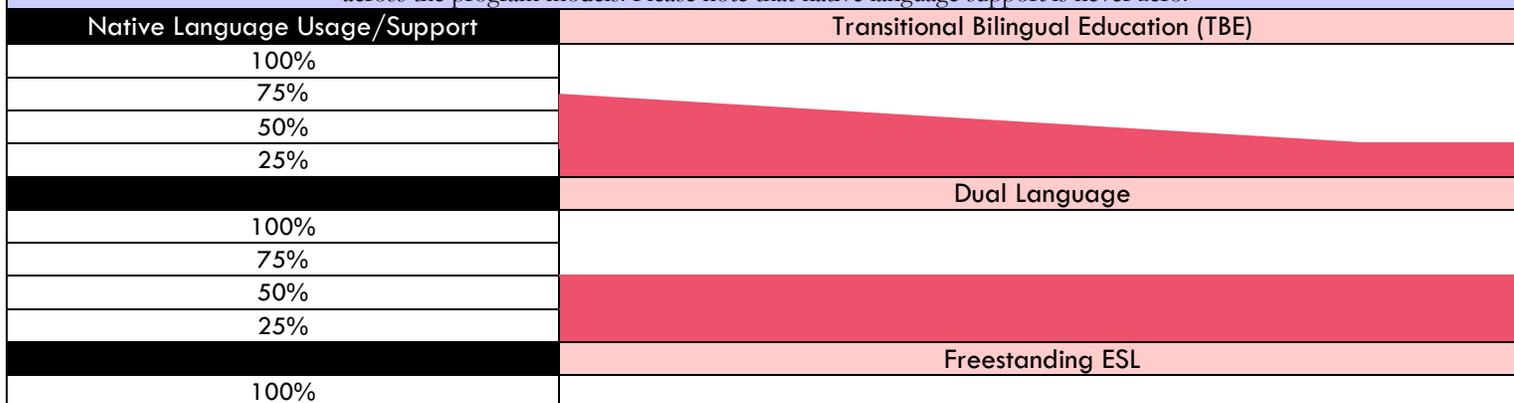
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.			

B. 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.
We have no targeted intervention programs for ELLs in the Content Areas. Our two ELL students can, however, receive ESL support during our Small Group Instruction period.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is effectively meeting the needs of our ELL students in content and language development as measured by their academic performance.
11. What new programs or improvements will be considered for the upcoming school year?
None
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are offered equal access to all school programs. Supplemental services are offered through programs funded under Title III.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Materials from the regular instructional program are used. Appropriate support is offered by the AP, LOTE, or the ESL teacher as necessary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided on a pull-out basis by an ESL teacher certified in the Native Language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required support services and resources are developmentally appropriate for our 9th grade ELL population. All our ELLs come to Bronx Science identified as such, and all in the recent past have tested out at the end of 9th grade.
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.
Experienced ELLs will offer an orientation session for incoming ELLs. As a Specialized High School, we do not have over-the-counter enrollment, and so there is no possibility that an ELL will enroll throughout the year.
18. What language electives are offered to ELLs?
Standard LOTE electives are offered to ELLs.
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

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What 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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. 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.
 1. We will use Title III monies to support our ESL and content teachers in the use of best practices for ELL students.
 2. We provide support through faculty and department conferences. Teachers of ELLs can also request common planning time with Lisa Rocchio or an ESL or native language teacher as appropriate.
 3. We provide support through faculty and department conferences.
 4. The training takes place through faculty and department conferences.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent involvement at Bronx Science is generally high. We will use Title III monies to include the parents of ELLs and will provide Translation Services.
 2. No.
 3. We evaluate the needs of the parents by contacting them for an informal interview. Our Parent Coordinator has also been trained to bring ELL issues to the attention of the appropriate administrator.
 4. Alignment is assured through informal conversations between our Parent coordinator and the parents of ELLs.

E. 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.

As a Specialized High School, all students who gain entrance to Bronx Science are performing at a high level. We have found that our ELL students are generally classified as such because they left the NYC public schools years ago, and have only just returned to public school upon admission to Bronx Science. Our two current ELL students perform equivalent to the rest of our student population, and both are enrolled in AP World History. One is also in an Honors-Level science course.

Part VI: LAP Assurances

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

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **2** Network: **CFN 201**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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