

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X260

School Name:

BRONX CENTER FOR SCIENCE AND MATHEMATICS

Principal:

EDWARD TOM

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bronx Center for Science and Mathematics School Number (DBN): 09X260
Grades Served: 9-12
School Address: 1363 Fulton Avenue * Bronx, NY 10456
Phone Number: 718-992-7089 Fax: 718-590-1052
School Contact Person: Edward Tom Email Address: ETom2@schools.nyc.gov
Principal: Edward Tom
UFT Chapter Leader: Lisa Vushaj
Parents' Association President: Melinda Alston-Pettway
SLT Chairperson: Geniver Gray
Title I Parent Representative (or Parent Advisory Council Chairperson): Lourdes Gonzalez
Student Representative(s): Stephanie Espinal
Nicole Terc

District Information

District: 09 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place Flushing, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza Bronx, NY 10458
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-7776

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Edward Tom	*Principal or Designee	
Tasha Clemmer	*UFT Chapter Leader or Designee	
Melinda Pettway	*PA/PTA President or Designated Co-President	
Ramon De La Rosa	DC 37 Representative (staff), if applicable	
Lourdes Gonzalez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stephanie Espinal	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicole Terc	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Barbara Gambino	CBO Representative, if applicable/	
Geniver Gray	Member/PA Secretary	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Background

The Bronx Center for Science and Mathematics is an unscreened school that opened in September 2005. We receive a "normal distribution" of applicants that mirrors the achievement profile of NYC students.

BCSM's graduation rate is 88% of our first six cohorts, compared to 60% in New York City; 94% of the class of 2014 attends college. The school is located in the South Bronx community of Morrisania, within the poorest congressional district in America. We are adjacent to a halfway house and two blocks from a Bronx House of Detention annex.

BCSM Ranking and College Readiness

On College Readiness measures (literacy and math standardized tests), BCSM was ranked #1 for unscreened schools in the Bronx and Manhattan and #3 for New York City; 80% of seniors are rated "college ready." In 2014, U.S. News and World Report ranked BCSM in the top 4% of all high schools in the United States.

Mission

BCSM's academic rigor is complemented by our core virtues that guide our school's culture: Respect, Integrity, Honor, Excellence, Commitment, Perseverance, and Service. In 2010, BCSM was recognized as the top high school in NYC in terms of total community service hours, despite our relatively small size. The mission is to graduate 100% of our students and to make sure they are college and career ready.

Student Profile

BCSM has 464 students; the incoming freshman class had 3500 applicants for 124 seats, testimony to the school's success with students across all achievement levels. In addition, 86% of our students qualify for free/reduced lunch, 21% of entering students have IEPs requiring special education services, and 7% of our students are English Language Learners.

Strategic Partnerships and Initiatives

Four important partnerships for BCSM are the Charles Hayden Foundation, Heckscher Foundation, Travelers, Inc., and Mr. Robert Schwartz. The Hayden Foundation funds BCSM's Summer Bridge Program for the incoming freshmen and the rising sophomores as well as our comprehensive after-school academic and enrichment program. Travelers inc. funds our SAT and ACT prep classes using Kaplan SAT instructors. Mr. Robert Schwartz funds BCSM's STEM research and competition participation. We look forward to extending these initiatives next year; for example, BCSM is in the process of developing a "Bridge to College" program for our graduates.

Framework for Great Schools

While BCSM has experienced growth in all areas of the framework, two areas in which we made the most progress are building collaboration between teachers and developing effective school leadership. Evidence for the first area of growth is seen in our ICT partnerships. We have worked to make these relationships truly collaborative rather than merely cooperative. We are at the point now where visiting schools are remarking that they cannot differentiate between the responsibilities of each teacher in the room and students are comfortably looking at both teachers as having ownership of the content material. Evidence for the second area is found in the number of teachers BCSM has helped to successfully complete leadership programs; in addition, there is a widespread distribution of leadership roles—assistant principals, department coordinators, grade-level leaders. Finally, teachers have been given the responsibility to lead professional development in ways that are most meaningful to them, e.g., the ICT classroom.

Focus

A key focus for next year will be to continue building the leadership capacity at BCSM as well as helping our partner schools achieve success in their focus areas. As a host school in the Learning Partners Plus program, BCSM takes seriously its responsibility to maintain its high level of excellence while at the same time contributing to the success of its colleagues through professional development and modeling best practices.

09X260 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	458	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	13	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	6	# Drama	8
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	75.1%	% Attendance Rate			90.8%
% Free Lunch	77.9%	% Reduced Lunch			6.3%
% Limited English Proficient	4.1%	% Students with Disabilities			16.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			25.8%
% Hispanic or Latino	66.6%	% Asian or Native Hawaiian/Pacific Islander			5.6%
% White	1.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			35.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.03
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	80.4%	Mathematics Performance at levels 3 & 4			84.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	89.7%	% of 2nd year students who earned 10+ credits			90.2%
% of 3rd year students who earned 10+ credits	81.0%	4 Year Graduation Rate			88.1%
6 Year Graduation Rate	95.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Although our school scored a well-developed on the QR, we continue to push all our students to meet the highest standards possible

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will collaborate to create student-centered instructional units utilizing rigorous task with appropriate supports aligning curriculum and assessment to the Common Core State Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will develop individual and departmental SMART goals to reflect an emphasis on reading and writing aligned with the Common Core Learning Standards (CCLS). Common Core and curriculum development training will be provided to staff with an emphasis on reading and writing at all levels, grades 9-12, and an emphasis on interdisciplinary work.</p>	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>APs and Teachers</p>

Bring in consultants and support from LDF assigned by our PSO— New Visions for Public Schools—to provide staff with CCLS alignment training.	Teachers	Sept 2015- June 2016	APs
Create a set of consistent writing standards that teachers in all disciplines will follow (adaptation of the ELA and SS writing rubric and standards). Incorporate a specific strategy for including an extended writing assignment in each humanities classroom by June 2016. The ELA and Science Departments collaborate on a summer assignment for incoming freshmen. The ELA and SS teachers will collaborate on 2 units by Spring 2016 to align with the CCLS. The Mathematics team will collaborate on aligning 2 units by Spring 2016 with the CCLS after receiving the training. The Science team will collaborate with the ELA, SS and Mathematics teachers to align units with the CCLS by June 2016.	Teachers	Sept 2015- June 2016	APs, Department Coordinators and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development opportunities through New Visions, Teacher's College, Gilder Lehrman Institute, the College Board and other. Consultants, materials for interdisciplinary units (e.g. new books), common planning time for teachers (after school per session). Per diem for coverages.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
APs will meet with teachers to adjust their SMART goals based off their progress with their Common Core aligned units. Each grade level will have completed and reviewed the success of one interdisciplinary unit that incorporates Common Core reading and writing standards.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To exceed New York City graduation and promotion rates of 68% by graduating over 90% of the class of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>At BCSM we incorporate many research-based instructional strategies and activities in order to provide our scholars with differentiated instruction. We provide our students with low literacy skills with the Wilson Reading program as well as push-in, pull-out, CTT and supplemental instructional support.</p>	<p>Teachers and APs</p>	<p>Sept 2015- June 2016</p>	<p>APs</p>

Our school participates in DYO Assessments that incorporate NYS Regents type questioning as well as SAT II and AP level questions.	Teachers and APs	Sept 2015- June 2016	APs
The BCSM administration and faculty adopted the Charlotte Danielson Framework for Effective Teaching two years prior to the state and DOE mandates and use it through all cycles of observations throughout the year, formal and informal. Teachers are provided frequent and accurate feedback on instructional practices throughout the year. Teachers include their work with the Danielson Framework in the development of their annual SMART goals.	Teachers and APs	Sept 2015- June 2016	Principal and APs
Lastly, at BCSM we use bi-weekly grade-level team meetings to look at student work to identify skill deficiencies that need to be reinforced for student success in the classroom, and we use one of the monthly Monday meetings to focus on best practices. The timeline for implementation is September 2015-June 2016.	Teachers	Sept 2015- June 2016	Grade Level Team Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Kaplan. Inc. consultants (SAT prep), common planning time for teachers (after school per session). Per diem for coverages. After- school and Saturday Academy Regents Prep (per session) for both January 2016 and June 2016 exams. Test banks for assessments, materials for Wilson training and classes, common planning time for Grade Level Teams											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Each marking period, teachers will assess their progress with at-risk children and bring their data to bi-weekly Grade Level Team meetings to discuss interventions with teachers and administration. By February 2016, all at-risk children should have an intervention plan put in place.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Need to address the New York State and NYC implementation of Teacher Evaluation and Teacher Effectiveness Standards. While our school received a well-developed in all areas from the QR, we still want to enhance the collaborative environment in our school between departments and grade levels.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to improve teacher effectiveness by developing a shared understanding for 100% of teachers by June 2016 around instructional excellence by examining Charlotte Danielson's Framework for Effective Teaching and the practice of BCSM’s eight “model teachers.”

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Principals and APs will conduct 4-6 mini-observations & 1-2 formal observations for each teacher using selected components of Danielson's Framework for Effective Teaching rubric to provide meaningful feedback.	Teachers, Principal and APs	Sept 2015- June 2016	Administration

Teachers self-assess on selected components of the rubric. Teachers will be expected to integrate these components into their individual and departmental SMART goals for 2015-2016.	Teachers	Sept 2015- June 2016	Teachers
A professional development committee consisting of administration, Department Coordinators and model teachers will develop and implement a coherent PD plan for teachers to integrate selected components of the rubric.	Teachers	Sept 2015- June 2016	APs and Model Teachers
Teachers are expected to incorporate feedback from post-observations into their annual SMART goals and to visit the classrooms of BCSM's "model teachers."	Teachers	Sept 2015- June 2016	APs and Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development opportunities through New Visions, Teacher's College, Gilder Lehrman Institute, the College Board (AP training) and other. Consultants, materials for interdisciplinary units (e.g. new books), common planning time for teachers (after school per session). Per diem for coverages so teachers can participate in inter-visitations. Model teacher salary adjustments, common planning time for PD committee.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress on the mini-observations & formal observations throughout the school year with noticeable improvement along the scale from ineffective to developing to effective to highly effective. Notes from intervisitations
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Learning Partners Plus Program is in its second year and is set up as a program by which schools help each other using the philosophy of “the answer is in the room.” With the help of a facilitator, partners visit the host school three times in the year and the host visits the partners five times.

- During the visits schools set up areas of need or areas in which they would like feedback, for example, teacher team meetings, CTT efficacy, or leadership roles. Schools plan the agenda so that there is a welcome and discussion of the goals for the day, time to observe and work, time to debrief as a whole group, and then time to work in individual groups to plan for implementation of what was observed and to plan for the next visit.

- The bottom line is that these meetings, discussions, and adjustments should lead to better instruction, higher standardized test results and higher graduation rates in all seven schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Participate in the Learning Partners Program Plus (LPP+) as a host school working with six partners. The overriding goal is to work on building leadership and capacity within the schools, but as always we will also share best practices and support each other in meeting the citywide instructional expectations for the 2015-2016 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
With the help of the facilitator and the eight model teachers, the Bronx Center for Science and Mathematics will visit its six partner schools in order to observe their processes and procedures and to provide and receive constructive feedback	Partner Schools	Sept 2015- June 2016	APs and Model Teachers
With the help of the facilitator and model teachers, the partner schools will visit the Bronx Center for Science and Mathematics in order to observe our processes and procedures, ask questions, and provide and receive constructive feedback .	Host School	Sept 2015- June 2016	APs and Model Teachers
Constant feedback and differentiated agendas to meet the needs and goals of building effective leaders in all schools	Both Partner and Host Schools	Sept 2015- June 2016	APs and Model Teachers
Set measurable goals for all partner schools and host school to ensure distributive leadership models are being developed and enhanced	Both Partner and Host Schools	Sept 2015- June 2016	APs and Model Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Consultants (instructional rounds) , materials for book study, common planning time for teachers (after school per session). Per diem for coverages. Model teacher salary adjustments, common planning time for PD committee. Funds for food and materials for school visits.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear share out at a host school visit to track the progress of each team's specific and measurable goal that was determined at the start of the school year

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<ul style="list-style-type: none"> • IEP • Teacher Recommendation • Guidance Recommendation • Parent Request • Student Request 	<ul style="list-style-type: none"> • ICT support services • Wilson Reading System, small group setting • One-to-one tutoring • S.A.T. Prep • Peer-Mentoring • Saturday Academy for at-risk seniors • English Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • Wilson Reading System, small group setting • One-to-one tutoring • S.A.T. Prep • Peer-mentoring Small group setting 	<ul style="list-style-type: none"> • During the school day • During the school day • Before/during/after school • After school and/or Saturday • After school • Saturday • After school and/or Saturday
Mathematics	<ul style="list-style-type: none"> • IEP • Teacher Recommendation • Guidance Recommendation • Parent Request • Student Request 	<ul style="list-style-type: none"> • ICT support services • One-to-one tutoring • S.A.T. Prep • Peer-Mentoring • Math Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • Wilson Reading System, small group setting, • One-to-one tutoring, • S.A.T. Prep • Peer-mentoring Small group setting 	<ul style="list-style-type: none"> • During the school day • During the school day • Before/during/after school • After school and/or Saturday • After school • Saturday • After school and/or Saturday

Science	<ul style="list-style-type: none"> • IEP • Teacher Recommendation • Guidance Recommendation • Parent Request • Student Request 	<ul style="list-style-type: none"> • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy • Science Regents Preparation 	<ul style="list-style-type: none"> • Push-in support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy 	<ul style="list-style-type: none"> • During the school day • Before/during/after school • After school and/or Saturday • During the school day • After school and/or Saturday
Social Studies	<ul style="list-style-type: none"> • IEP • Teacher Recommendation • Guidance Recommendation • Parent Request • Student Request 	<ul style="list-style-type: none"> • ICT support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy • Social Studies Regents Preparation 	<ul style="list-style-type: none"> • Classroom--team teaching • Push-in support services • One-to-one tutoring • Peer-mentoring • Small Group tutoring • Saturday Academy 	<ul style="list-style-type: none"> • During the school day • Before/during/after school • After school and/or Saturday • During the school day • After school and/or Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • IEP • Teacher Recommendation • Guidance Recommendation • Parent Request • Student Request 	<ul style="list-style-type: none"> • Datacation Online Tracking • One-to-one • Crisis Intervention • Individual and/or group counseling • Referrals to hospitals and/or C.B.O. • ATS Tracking System 	<ul style="list-style-type: none"> • Datacation Online Tracking • One-to-one • Crisis Intervention • Individual and/or group counseling • Referrals to hospitals and/or C.B.O. • ILOG tracking intervention 	<ul style="list-style-type: none"> • During the school day • During the school day • Before/during/after school • Before/during/after school • Before/during/after school • During/after intervention

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
School has invested in translation wireless headsets for monthly PA meetings and pays for monthly translation of all school documents for September 2014-June 2015 meetings.

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

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.).
N/A

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

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

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	344,252.00	X	11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23 and 24
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,461,777.00	X	11, 12, 13, 14, 15, 16, 17, 18, 21, and 22

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (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's Title I Parent Advisory Council (PAC) 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.

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

- ♣ The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ♣ The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ♣ The school will incorporate this parental involvement policy into its school improvement plan.
- ♣ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ♣ The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- ♣ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- i. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - a. that parents play an integral role in assisting their child’s learning;
 - b. that parents are encouraged to be actively involved in their child’s education at school;
 - c. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - d. the carrying out of other activities, such as those described in section 1118 of the ESEA.
- ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

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

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

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

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

4. The Bronx Center for Science and Mathematics will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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

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

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

i. the State's academic content standards

ii. the State's student academic achievement standards

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

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

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

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

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

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

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

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

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

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

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

II I. Discretionary School Parental Involvement Policy Components

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

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

I V. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Signature of PTA President on the CEP. This policy was adopted by the Bronx Center for Science and Mathematics on 06/2015 and will be in effect for the period of September 2015- June 2016. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2015.

PLEDGE BY THE BRONX CENTER FOR SCIENCE AND MATHEMATICS

The Bronx Center for Science and Mathematics, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2015-16.

The Bronx Center for Science and Mathematics will:

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

a. offering extensive professional development on curriculum mapping and lesson planning providing teachers with common planning time within departments weekly.

b. conducting timely and thorough observations and feedback to teachers

c. providing resources to teachers to integrate technology in the classrooms

2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held once in the fall in October 2015 and once in the spring in March 2016.

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

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

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

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

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

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

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

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

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

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

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

PLEDGE BY THE PARENT/GUARDIAN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signed: _____ Date: _____

Signed: _____ Date: _____

PLEDGE BY THE STUDENT

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

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

I will attend school every day.

I will arrive at school on time everyday.

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

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

1. I will **Respect** my classmates, teachers, school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will do what is asked of me to perform a task. I also know that my classmates are my teammates; I will never purposely disrespect, disappoint, nor let them down.

2. I will demonstrate **Integrity** by always being honest through my actions towards my self, my family, friends, teachers, and community.

3. I will show respect towards and bestow **Honor** upon my family, friends, teachers, my school and my community by always putting forth my best effort and striving for excellence. I will honor the core virtues & traditions of the school.

4. I will strive for **Excellence** in every subject class by producing top quality work. I will complete my homework every night, be an active participant in class discussions and prepare for assessments with due diligence. I will demonstrate greatness, perfection, and superiority in everything that I do and represent.

5. I will make the **Commitment** to my studies and realize that by doing so I will leave this school prepared to meet the challenges of college and the global work force. I pledge to personal growth and the achievement of academic excellence.

6. I realize that the work will be challenging, but I when it gets overwhelming and I get frustrated I will continue to **Persevere** and not give up. I will seek out the academic and/or emotional support from my advisor at BCSM.

7. I will partake in community **Service** and help bring the BCSM values to the local, national, and global community.

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

Signed: _____ Date: _____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 09	Borough Bronx	School Number 260
School Name BRONX CENTER FOR SCIENCE & MATHEMATICS		

B. Language Allocation Policy Team Composition

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

Principal EDWARD TOM	Assistant Principal ELANA BEN-PORAT
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher ROBERT FAISON	School Counselor SYLVIA MOLINA & PATRICIA KLARL
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator MIRIAM FLECHA
Related-Service Provider SYLVIA MOLINA & PATRICIA KLARL	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	463	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	20	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	1	0	7	0	0	6	0	5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										10	4	3	0	0
SELECT ONE										2	0	0	0	0
Bengali										1	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										0	0	0	0	0
Emerging (Low Intermediate)										1	0	0	0	0
Transitioning (High Intermediate)										4	0	0	0	0
Expanding (Advanced)										5	5	2	0	0
Commanding (Proficient)										3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0		
Integrated Algebra/CC Algebra	15	0		
Geometry/CC Algebra	2	0		
Algebra 2/Trigonometry	0	0		
Math _____	0	0		
Chemistry	1	0		
Earth Science	12	0		
Living Environment	6	0		
Physics	0	0		

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	0		
Geography				
US History and Government	1	0		
LOTE	0	0		
Government	0	0		
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Since all our ELLs are students receiving continuance of services, we rely on their previous exams data, e.g., NYSESLAT and NyStart. Based on their previous performance and proficiency levels we differentiate instruction to meet the students' literacy needs. The majority is proficient in listening and speaking, but the reverse is true in reading and writing. Hence, differentiation focuses on reading and writing skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As discussed above, there is an upward trajectory in the proficiency levels for majority of the students. Students do better in the listening/speaking than they do in reading/writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Focus of instruction will be on the development of reading (determining main ideas, identifying rhetorical and literary devices, etc.), writing (construction of thesis statements, providing support details, and creating unified and coherent five-paragraph essays) grammar skills, and vocabulary build up. In addition, instruction will stress the improvement their metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is for them to achieve CALP (cognitive academic language proficiency).
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?
 Students' fare better in the Spanish Regents than in the ELA Regents. School leadership and teachers are aware that language proficiency causes ELLs to fall behind in their exam performance. To address this situation the ESL teacher also co-teaches

in core English classrooms and works with all core teachers to help with strategies to aid ELL students in their class. The ESL teacher also incorporates themes learned in other core classes such as American History and Science in the ELL class theme set.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

We use the Periodic Assessment results in determining our lowest third students. Most of them are ELLs and hence they are included in the school's Inquiry Team. The focus of the Inquiry Team is the improvement of literacy skills. Since all teachers are members of the Inquiry Team, they all teach literacy skills in their respective content areas.

c. What is the school learning about ELLs from the periodic assessments? How is the Native Language used?

A student's home language is used sparingly as we want the ELL student to learn English in an immersive environment. The home language is used to simplify more complex information to aid student understanding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school uses data through schoolwide baseline assessments to create instructional goals for ELLs on a grade team level. Once these goals are set, formative assessments are implemented to ensure the success of the targeted instruction.

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

In order to make sure that second language development is considered in instructional decision, literacy skills and language objectives are paired with content objectives throughout the content areas. In this way, teachers purposefully plan for the language students will need to understand and produce in order to develop content area knowledge as well as academic language. Teachers create these objectives based on the data from home language survey and students' educational history. All content teachers collaborate with ESL teacher to make sure that English language goals as well as content goals are being met. The assessment results dictate how we move forward with reviewing a concept or continuing to another theme appropriately.

7. For dual language programs, answer the following:

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

N/A

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

Our goal is that students will move up one level and transition out within two to three years. We evaluate the success of our ELLs based on their outcomes in the NYSESLAT, the Regents exams, credit accumulation by grade level, promotion rate to grade levels, graduation rate and college acceptance

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the parents are also given the HLIS form. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator administers the LAB-R to the student for placement in the appropriate language proficiency level. The ELL coordinator hand scores these Lab-Rs to determine possible placement in a school program. The scores are then sent to the city. If the Lab-R score determines that the student qualifies for ELL services then the parents come in and watch the orientation video to complete program selection. If a student is deemed as a current ELL per the ATS school wide system, the child's most current NYSESLAT score is reviewed for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Student work, Assessments, SIFE questionnaire are administered and evaluated by the guidance counselor and content teacher

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The HLIS is administered by the school counselor, Ms. Molina, Ms. Klarl or the testing coordinator, Ms. Iglesia. If the HLIS identifies a language other than English spoken at home, the testing coordinator arranges testing with the ESL teacher, Mr. Faison.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The testing coordinator sends a copy of the notification letter with the student and follows up with a phone call to the parent. The notification letter is also mailed to the home.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Parents are informed of this information by the testing coordinator when she calls the parent with the results.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The differences between the three choices are explained to the parents. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. A selected coordinator is responsible for administering parent survey, program selection forms, and entitlement letters and for the safekeeping of these records. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter to the school secretary for storage and record keeping.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents are called. If phone contact can not be made, a letter is sent home. If no response is received, a letter is sent home with the Attendance Teacher who makes a home visit.
9. Describe how your school ensures that placement parent notification letters are distributed.
The testing coordinator distributes the letters to the students, calls the parents, and mails the letters to the home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. A selected coordinator is responsible for administering parent survey, program selection forms, and entitlement letters and for the safekeeping of these records. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter to the school secretary for storage and record keeping.
11. 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.
All ELLs are tested in reading, listening, and writing on separate but consecutive days during the NYSESLAT testing period. For the speaking section, the ELL coordinator administered the exam for all ESL students and the speaking section was simultaneously scored by a teacher who did not teach that specific ESL student.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The testing coordinator distributes the letters to the students, calls the parents, and mails the letters to the home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program. In the past two years we have administered three parent choice surveys. All three were interested in free-standing ESL. 100 percent of parents asked or chose ESL as their program of choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
We offer the Free Standing ESL model. Classes are ungraded, students are grouped heterogeneous [mixed proficiency levels] and instruction is delivered by the ESL teacher
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). There is one ESL teacher for 35 students. The teacher provides the minutes through self-contained ESL class as well as pushing in to English classes.
3. Describe how core content is delivered in each program model. 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.
Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our school focus is on reading and writing across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction with native language support.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
In order to ensure that ELLs are appropriately evaluated in their native languages throughout the year exams, quizzes, and performance tasks are discretionarily translated.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our school focus is on reading and writing across all content areas, as well as speaking and listening. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction with native language support.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. For SIFE students intensive academic intervention is implemented on a case by case basis, depending on the length of

interrupted education. Teachers aid students not only to develop a second language but also to form habits necessary for success in an academic environment.

b. For newcomers, we simplify language, amplify content, provide hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Intensive instruction prepares ELLs for ELA testing. Newcomers also are provided with after school tutorials in ELA, Social Studies, Science, and Math.

c. Students who have been receiving service for 4-6 years are typically close to testing out of ESL. For this reason, special attention needs to be focused on the specific aspects of language that are preventing students from becoming mainstreamed. With this targeted intervention students will increase the likelihood of accelerated mainstreaming.

d. For long-term ELLs, it is important to examine students' academic progress on an individual basis to examine what is preventing students from achieving proficiency. Long term ELLs may need additional tutorials outside of the normal school day to receive the extra support needed.

e. Former ELLs academic progress will be closely monitored to ensure their adjustment to mainstream classroom. In extreme situations, ESL services can be provided if students struggle to adjust. In addition, former ELLs are entitled to time extensions on state exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Closely monitor progress in classes and assess their language abilities.

8. 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?

As previously stated, grade-level teachers strategically planned for the academic language connected with the content in order to improve ELL language development and literacy across the content areas. In addition, teachers use differentiated instruction to address students with varying learning styles. Teachers also design content objectives with multiple pathways available for students to demonstrate their knowledge of content area information. The materials that we use are predominantly teacher modified versions of readings, as well as teacher-made writing scaffolds and graphic organizers that relate to the content and grade level material. For beginner ELLs, students have access to google translate in order to translate readings a class assignments. All ESL students also have access to Rosetta Stone in English for additional practice.

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

Each special education instructor is assigned a content area. Within that department, the special education instructor works collaboratively with content teachers to achieve IEP goals in the designated environment. The ELL coordinator also works collaboratively with departments design instructional objectives that will lead to improved English proficiency for students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

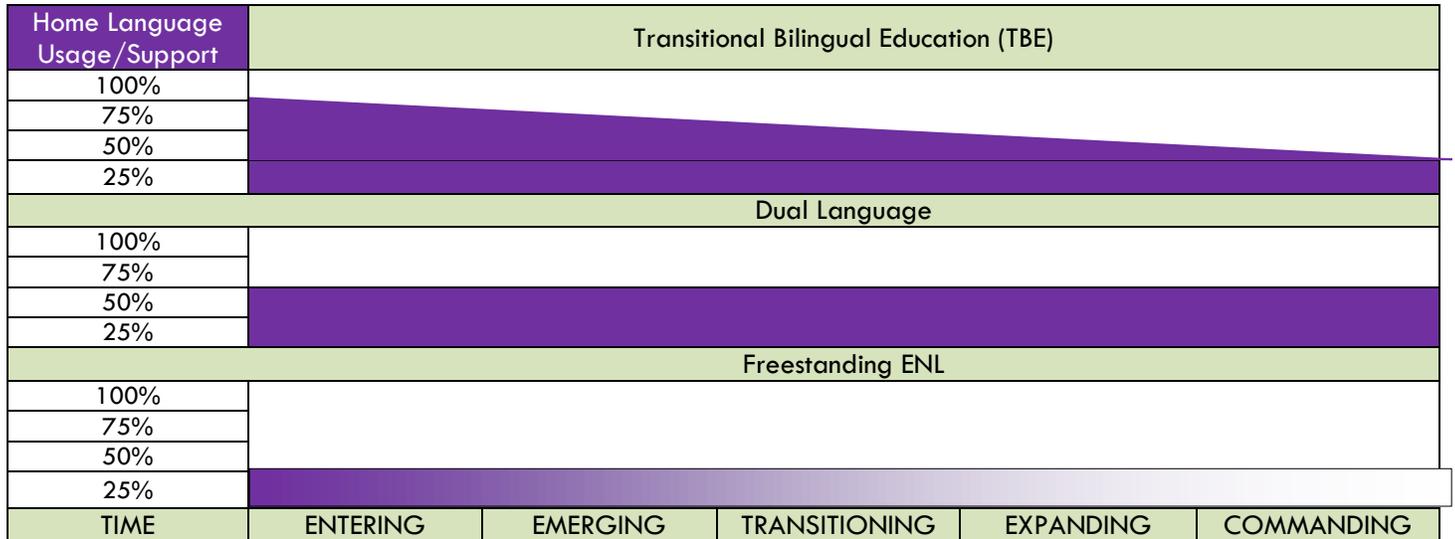


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
ELA – provide supports for reading comprehension and program for an ICT class to have extra teacher support
Math - provide supports for reading comprehension and program for an ICT class to have extra teacher support
Science - provide supports for reading comprehension and program for an ICT class to have extra teacher support
Social Studies - provide supports for reading comprehension and program for an ICT class to have extra teacher support

None of the classes are taught in the native language; all classes provide extended time on exams; ESL teacher reinforces all content material in ESL class; content teachers meet with ESL teacher to discuss assessment data
11. 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 has proven effective in meeting the goal of language development based on previous NYSESLAT data in which most students made measurable language goals. With regards to content instruction, ELLs in this school are held to the same rigorous standards as general education students and thrive because of the scaffolds and support provided through strategic instruction and collaborative teaching.
12. What new programs or improvements will be considered for the upcoming school year?
Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.
13. What programs/services for ELLs will be discontinued and why?
Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The French speaking students are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam or an AP exam.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ELLs are programmed to appropriate ESL courses based on their Lab-R/NYSESLAT scores. Their Spanish and/or French courses are based on their levels of proficiency. All instruction is Common Core aligned according to their grade band.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All our new students and their families, ELLs and non-ELLs, receive intensive orientation sessions prior to each school opening. The orientations focus on the school's mission, vision, core values, instructional programs, school culture, expectations, disciplinary codes/discipline, and the like.
19. What language electives are offered to ELLs?
We only offer Spanish. However, this is not considered an elective at our school. Foreign languages are part of our curriculum
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

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

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ESL teacher facilitates monthly PDs on ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, as well as participates in various school's inquiry teams to support content area teachers' instruction of ELLs and students' progress. Documentation of ELL training for all staff is maintained in the school file by the Principal's Secretary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development is available for ELL teachers through office of ELLs. Additionally, money has been set aside from Title III to provide for additional professional development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per CR P. This is one area that we have to work on this year. We have made arrangements with our CFN network's instructional team to provide the training.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances, Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc. Parents are given orientation on the school's mission and vision, its curriculum, State standards and assessment (middle school testing, NYESLAT, Regents), the school's partnership with the College Board and the attendant curricular, instructional, and assessment implementations entailed. Parents also are met individually or in small groups by our Attendance Team to help them with strategies to improve their child's attendance and deter tardiness. Part of our school culture involves constant communication and meeting with parents, such as the monthly progress reports that they receive from each course, the monthly attendance reports and newsletter that all families receive, and the constant email exchanges between parents and teachers. All teachers have a contractual subscription with Schedula, an online system that enables teachers to input each student's essential data (attendance, exams, quizzes, projects, homework, class standing, etc.). Parents are provided hard copies of progress reports at the beginning of each month. Parents and students also are provided with user IDs and passwords so that they could access the reports online at any time

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances, Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.
5. How do you evaluate the needs of the parents?
During parent-teacher conferences we distribute survey forms to parents to determine their needs and to find out their preferences for workshop topics. Our parent coordinator provides monthly workshops based on their needs and preferences.
6. How do your parental involvement activities address the needs of the parents?
Based on the feedback from survey forms we provide workshop programming that meets the needs of parents.
Discussed above.

D. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: **Bronx Center for Science and**

School DBN:

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Edward Tom	Principal		11/24/15
Ms. Elana Ben-Porat	Assistant Principal		11/24/15
Ms. Miriam Flecha	Parent Coordinator		11/24/15
Mr. Robert Faison	ENL/Bilingual Teacher		11/24/15
	Parent		
Mrs. Alexandra Rubinstein/ELA	Teacher/Subject Area		11/24/15
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Silva Molina	School Counselor		11/24/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09X260** School Name: **B**
Superintendent: **Juan Mendez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During Freshman Orientation in June, parents are given the emergency blue card to fill out. They are instructed to write their preferred language on the top right hand corner of the blue card if it is a language other than English.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student/Parent Handbook, Regents Week Notice, Parent-Teacher Conference announcements, After-school Program information, SLT letters, PA letters, On-line grading system notification (Skedula)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum Night - Sept 2015, Parent-Teacher Conferences October 29 & 30, 2015 and March 23 & 24, 2016, Freshman Orientation - June 9, 2016, Teacher out-reach is done every Monday afternoon from 2:35 pm to 3:50 pm (Parent Coordinator, School Counselor, Foreign Language teachers and APO are used if translation is needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Any translated document is sent to either Ms. Molina (School Counselor) or Ms. Rios (Assistant Principal of Organization) with at least 24 hours of required document going out to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

For parents who speak Spanish, on-site interpreters are Ms. Molina (School Counselor), Ms. Ríos (Assistant Principal of Organization), Ms. Flecha (Parent-Coordinator), Ms. Mercado (Educational Para), Ms. Henriquez (School Counselor) and Mr. Llorente and Ms. McCormick (Spanish Teacher). For all other languages, interpreters are set up via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During our first staff meeting in September, staff are reminded of the interpreters we have on staff and provided with a Language Palm Card.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

During Freshman Orientation, parents are informed of their right to have all documents translated and the use of an interpretation service. Students who are admitted throughout the school year are informed of this by the Parent Coordinator when they come to register.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The annual Parent Survey will be conducted during the March 2016 Parent-Teacher Conferences.