2018-19
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 5C Framework for Great Schools Element - Collaborative Teachers
  • Section 5D Framework for Great Schools Element - Effective School Leadership
  • Section 5E Framework for Great Schools Element - Strong Family-Community Ties

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Section 8: Title I Program Information

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: The Bronx Center for Science and Mathematics</th>
<th>School Number (DBN): 09X260</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 320900011260</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 1363 Fulton Avenue * Bronx, NY 10456</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-992-7089</td>
<td></td>
</tr>
<tr>
<td>Fax: 718-590-1052</td>
<td></td>
</tr>
<tr>
<td>School Contact Person: Edward Tom</td>
<td></td>
</tr>
<tr>
<td>Email Address: <a href="mailto:ETom2@schools.nyc.gov">ETom2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal: Edward Tom</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: David Griffin</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Marcela Torres</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Jeanette Beteta</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Sonja Fernandez</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Michael Torres, Yadhira Flores</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: Derek Jones</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 09</th>
<th>Superintendent: Richard Cintron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 335 Adams Street, Room 504 Brooklyn, NY 11201</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:RCintro@schools.nyc.gov">RCintro@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-923-5124</td>
<td></td>
</tr>
<tr>
<td>Fax: 718-923-5145</td>
<td></td>
</tr>
</tbody>
</table>

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Tom</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>David Griffin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marcela Torres</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Ramon De La Rosa</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Sonja Fernandez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Michael Torres</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Yadhira Flores</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>Derek Jones</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Cholelle Miranda</td>
<td>Member/PA Co-Treasurer</td>
<td></td>
</tr>
<tr>
<td>Jeanette Beteta</td>
<td>Member/PA-Co-President</td>
<td></td>
</tr>
<tr>
<td>Blanca Flores</td>
<td>Member/PA-Co-Vice President</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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</tr>
<tr>
<td>Young Kim</td>
<td>CSA/AP-Supervision</td>
<td></td>
</tr>
<tr>
<td>Hyacinth Moncrieffe</td>
<td>Member/PA Secretary</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2016, BCSM was recognized as the #54 Top High Schools in America - Beating the Odds by Newsweek, serving low income - high poverty communities. The mission is to graduate over 90% of our students and to make sure they are college, career and life ready.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 average 4-year graduation rate is 90% since 2009, compared to 70% in New York City; 98% of the class of 2018 will be attending 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 top 10 of unscreened school in New York City; 80% of seniors are rated “college ready. In 2018, U.S. News and World Report ranked BCSM a "silver medal" school placing it in the top 4% of all high schools in the United States.

Strategic Partnerships and Initiatives

Four important partnerships for BCSM are the Charles Hayden Foundation, Heckscher Foundation fro Children, PDT Partners, 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.

3. Describe any special student populations and what their specific needs are.

Student Profile

BCSM has 460 students; the incoming freshman class had over 3400 applicants for 125 seats, testimony to the school’s success with students across all achievement levels. In addition, 86% of our students qualify for free/reduced lunch, 24% of entering students have IEPs requiring special education services, and 4% of our students are English Language Learners.

4. Identify 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.
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. Our school community 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.
## School Demographics and Accountability Snapshot for 09X260

### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 463
- SIG Recipient (Y/N): No

### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 6
- # SETSS (ELA): 28
- # Integrated Collaborative Teaching (ELA): 86
- # Special Classes (Math): 20
- # SETSS (Math): 19
- # Integrated Collaborative Teaching (Math): 58

### Types and Number of Special Classes (2018-19)
- # Visual Arts: 2
- # Music: N/A
- # Drama: 5
- # Foreign Language: 10
- # CTE: N/A

### School Composition (2017-18)
- % Title I Population: 88.0%
- % Attendance Rate: 91.7%
- % Free Lunch: 82.3%
- % Reduced Lunch: 3.2%
- % Limited English Proficient: 6.5%
- % Students with Disabilities: 22.9%

### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.2%
- % Black or African American: 22.3%
- % Hispanic or Latino: 66.7%
- % Asian or Native Hawaiian/Pacific Islander: 7.1%
- % White: 2.2%
- % Multi-Racial: 1.1%

### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 13.25
- # of Assistant Principals (2016-17): 6
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 61%
- % Teaching with Fewer Than 3 Years of Experience: 11%
- Average Teacher Absences (2014-15): 5.5
- % White: N/A
- % Hispanic or Latino: N/A
- % American Indian or Alaska Native: N/A
- % Limited English Proficient: N/A

### Overall NYSED Accountability Status (2018-19)
- 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

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
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</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Group</th>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
</tr>
<tr>
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<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at levels 3 & 4: 94%
- Mathematics Performance at levels 3 & 4: 93%
- Global History Performance at levels 3 & 4: 55%
- US History Performance at Levels 3 & 4: 55%
- 4 Year Graduation Rate: 88.4%
- 6 Year Graduation Rate (2011 Cohort): 94.3%
- Regents Diploma w/ Advanced Designation: 39.3%
- % ELA/Math Aspirational Performance Measures (2015-16): 72%

### Student Performance for High Schools (2016-17)
- % Students with Disabilities: N/A
- % Students with Limited English Proficient: N/A
- % Students with Multi-Racial: N/A
- % Students with Black or African American: N/A
- % Students with Asian or Native Hawaiian/Pacific Islander: N/A

### Reward
- Yes: Recognition
- No: N/A

### In Good Standing
- Yes: Local Assistance Plan
- No: N/A

### Focus District
- Yes: Focus School Identified by a Focus District
- No: N/A

### Priority School
- Yes: Focus Subgroups
- No: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Group</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
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<td>N/A</td>
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</tbody>
</table>

### Adequate Yearly Progress (AYP) in Graduation (2016-17)
- American Indian or Alaska Native: N/A
- Hispanic or Latino: Yes
- White: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: NO
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 Quality Review, we will continue to push all our students to meet the highest standards possible. Additionally, we will continue to reach a college-readiness rate of 80% or higher (as reflected in the NYC School Quality Guide) with constant support from New Visions on data analysis to help our staff target instructional needs.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of teachers will collaborate to create 5-10 student-centered instructional units utilizing rigorous tasks with appropriate supports aligning curriculum and assessment to the Common Core State Standards as measured by the percentage of students with a 4-year graduation rate from 91% to above 92%. We will continue to monitor the percentage of students who pass the ELA regents exam with a 65 or above (currently at 99%) with a goal of 100% as well as the percentage that demonstrate college readiness of achieving a 75 on the ELA regents exam (currently at 79%) with a goal of above 85% college ready.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teachers</td>
<td>Sept 2018- June 2019</td>
<td>APs and Teachers</td>
</tr>
<tr>
<td>Bring in consultants and support from LDF assigned by our PSO—New Visions for Public Schools—to provide staff with data analysis training.</td>
<td>Teachers</td>
<td>Sept 2018- June 2019</td>
<td>APs</td>
</tr>
<tr>
<td>Create a set of consistent writing standards that teachers in all disciplines will follow (adaptation of the ELA and SS writing rubric and standards) that utilize strategies from the Writing Revolution. Incorporate a specific strategy for including an extended writing assignment in each core content classroom by June 2018. All departments collaborate on a summer assignment for incoming freshmen. The ELA and SS teachers will collaborate on 2 units by Spring 2019 to align with the CCLS. The Mathematics team will collaborate on aligning all units by Spring 2019 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 2019.</td>
<td>Teachers</td>
<td>Sept 2018- June 2019</td>
<td>APs, Department Coordinators and Teachers</td>
</tr>
<tr>
<td>Create a consistent Professional Development structure for Monday after school PD time that repeats itself each marking period. Therefore, teachers will be able to revisit strategies and approaches discussed to increase uniformity across contents and grade levels. This will include department meetings where teachers can vertically plan and scaffold material to reach the needs of all students, as well as intervisitation triads that are horizontally organized. The intervisitation triads will be grouped based off grade level needs and literacy strengths to fuse both of those school wide initiatives.</td>
<td>Teachers</td>
<td>Sept 2018- June 2019</td>
<td>APs and Professional Development Committee</td>
</tr>
<tr>
<td>Additionally, we have a new set of instructional leaders that have joined our Professional Development Committee to better align our instructional approaches both vertically and horizontally to create more uniformed strategies around literacy and growth mindset. We will measure success through an analysis of writing</td>
<td>Teachers</td>
<td>Sept. 2018- June 2019</td>
<td>APs and Professional Development Committee</td>
</tr>
</tbody>
</table>
samples through diagnostics, midterm assessments and end of year assessment reflecting growth on a series of writing domains and dimensions as reflected on an established rubric developed by the humanities team. Through a systemic intervisitation model set up by our PD Committee this year, teachers will be visiting other classrooms and logging various ways to address reading and writing in their own classrooms that they learn from colleagues. The administration in partnership with the PD committee will strategically partner teachers in intervisitation triads in order to achieve this goal. Additionally, intervisitation triads will be given two Monday PD time slots a month to debrief and plan using their findings.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent workshops during monthly PA meetings. AP Supervision will plan, implement and oversee monthly PD sessions for parents. Continue implementing Junior and Senior Parent Nights to promote college-readiness rates.

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 and per session for coverages. Utilize funding from foundations to promote Writing Revolution and Growth Mindset strategies.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>C4E</td>
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<td>21st Century Grant</td>
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<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
</tr>
</tbody>
</table>
Charlotte Danielson Rubric for Effective Teaching & CCLS. Ultimately, resulting in a higher pass rates on all our Regents.

**Part 5c.** In **February 2019**, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |
| 3. What policies, practices, and structures are in place to ensure you are supporting the whole child? |

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. We will also be using data from various sources, such as the Quality Review, NYSED School Report Card, NYC School Quality Guide, and NYC School Survey. We want to ensure that we are using the feedback from these different data sources, so that we can continue to move BCSM to go from "good to great." Ultimately, our goal for 2018-2019 is to increase our 4-year graduation rate from 91% to above 92% and to continue to increase the college readiness of our graduates from 79% to 85%.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 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 have a 4-year graduation rate above 92% with over 80% being college ready for the class of 2019. We will be having on-going meetings with the leadership team throughout the school year to ensure that our students are on track for graduation. These meetings will happen at least at the end of each of our six marking periods. (MP1 - 10/2018; MP2- 12/2018; MP3- 1/2019; MP4-3/2019; MP5- 4/2019; MP6-6/2019). At these meetings, we will discuss student progress in each subject, identify credit gaps and plan out interventions with parents to ensure that we successfully bring them to the finish line and graduate on time. Lastly, we will utilize blended learning to address any students who do not make it to June graduation in order for them to graduate by August 2019. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

| 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? |

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, ICT and supplemental instructional support.

<table>
<thead>
<tr>
<th>Teachers and APs</th>
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</thead>
<tbody>
<tr>
<td>Sept 2018-Initial Planning Conferences with teachers; identifying needs of students and making initial plans for intervention</td>
</tr>
<tr>
<td>October 2018-parent-teacher conference; professional growth goals for teachers are due; ongoing teacher and grade team meetings for intervention</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>2018- ongoing assessment of students’ progress in classes</td>
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</table>

<table>
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<tr>
<th>APs</th>
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<td>Date</td>
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<tr>
<td>December 2018</td>
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<td>January 2019</td>
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<tr>
<td>February 2019</td>
</tr>
<tr>
<td>March 2019</td>
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<tr>
<td>April 2019</td>
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</tbody>
</table>
Our school will continue to design assessments that incorporate NYS Regents type questioning as well as SAT II and AP level questions.

Teachers and APs

Sept 2018 - Initial Planning Conferences with teachers; identifying needs of students and making initial plans for intervention

October 2018 - parent-teacher conference; professional growth goals for teachers are due; after-school tutoring begins

November

2018- ongoing assessment of students' progress in classes
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2018</td>
<td>End of marking period 2 data available; ongoing teacher and grade team meetings for intervention</td>
</tr>
<tr>
<td>January 2019</td>
<td>End of the first semester data available; evaluation of what is working and assessing what changes need to be made; midterm exams</td>
</tr>
<tr>
<td>February 2019</td>
<td>Second semester begins; ongoing teacher and grade team meetings for intervention</td>
</tr>
<tr>
<td>March 2019</td>
<td>Parent-teacher conference; initial mock regents exams</td>
</tr>
<tr>
<td>April 2019</td>
<td>Ongoing assessment of students' progress in classes</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
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<td>-------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 2019</td>
<td>Continuation of mock regents exams</td>
</tr>
<tr>
<td>June 2019</td>
<td>Final review of what students need to successfully complete and pass the course and Regents</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teachers and APs</th>
<th>Sept 2018-Initial Planning Conferences with teachers; teachers select which option on Advance they would like for observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and APs</td>
<td>October 2018-parent-teacher conference; professional growth goals (SMART Goals) for teachers are due; first round of observation and feedback provided to teachers have</td>
</tr>
</tbody>
</table>
been completed

November 2018- ongoing walk-throughs and classroom observations, followed by feedback to the teachers

December 2018- end of marking period 2 data available; another round of observations and feedback will take place

January 2019- end of the first semester data available; evaluation of what is working and assessing what changes need to be made; mid-year SMART Goals (Professional Growth Goals) are due to administration

February 2019- second semester begins;
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2019</td>
<td>parent-teacher conference; data from initial mock Regents exams; ongoing walk-throughs and classroom observations, followed by feedback to the teachers</td>
</tr>
<tr>
<td>April 2019</td>
<td>ongoing assessment of students' progress in classes;</td>
</tr>
<tr>
<td>May 2019</td>
<td>final parent-teacher conference; another round of observations to take place with feedback</td>
</tr>
<tr>
<td>June 2019</td>
<td>end of Year SMART Goals (Professional Growth Goals) are due; End of year conferences</td>
</tr>
</tbody>
</table>
Lastly, we will use our intervisitation triad model mentioned in our professional development plan to address needs of students at each grade level and support teachers in their literacy instruction.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Oct 2018 - Teachers are divided into intervisitation triad professional teams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov 2018 – create team goals that address the needs of their students; begin intervisitations</td>
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<tr>
<td></td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>2018-June 2019 - teachers doing intervisitations to other classrooms; debriefing and adjusting instruction based off student assessment and observation notes</td>
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<tr>
<td></td>
<td>February 2019 – meet with AP to address any changes made to instruction; continue to engage in</td>
</tr>
</tbody>
</table>

Professional Development Committee and APs
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent workshops during monthly PA meetings. Timeline: September 2018-June 2019. Facilitated by Principals, AP and teachers. Working with our parent coordinator, Ms. Flecha to do outreach to our families, and the SLT (School Leadership Team) to identify specific information and workshops they would like to do for their monthly SLT/PA meetings. Some of these workshops include but are not limited to: social emotional wellness, college college application process; financial aid planning for college; learning how to navigate Skedula (our online gradebook that parents have access to); parent-teacher conferences; also having access to teachers’ e-mail addresses to contact them for specific questions. We want to ensure that parents and families feel comfortable and supported by the BCSM community.

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.

A-list 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 2019 and June 2019 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
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<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
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</table>

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, Administration, Guidance and the College and Career Success Office will meet to review the Seniors failing any classes needed for graduation (Senior at Risk Meeting). Each member will be assigned a student(s) which they will monitor, meet with at least once bi-weekly, and keep in contact with parents.

For undergraduates, each teacher will adopt a “starfish” which will allow them to monitor closely and follow up with teachers on student progress. By February 2019, all at-risk children should have an intervention plan put in place and the goal is to have at least 90% of all students at every grade on-track for June 2019 promotion and/or graduation.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

- Agenda and meeting minutes and targeted goals.

- Teachers creating baseline assessments at the beginning of the school year to assess prior knowledge and gaining data to create strategic curriculum maps/pacing calendars for September 2018-June 2019.
- Teachers are creating ongoing formative assessments (ex: weekly quizzes, homework, exit slips) throughout the year to constantly assess their students' progress.

- Teachers completing their Professional Growth Goals (SMART Goals) at the beginning of the school year, which include both qualitative and quantitative goals. These are to be updated mid-year and then submitted at the end of the year during a conference with their AP and the Principal.

- Teachers to have several benchmarks throughout the year to see if they are on-track to meet their goals. They will have ongoing meetings with their APs and the Principal to identify areas of improvement and create a plan to achieve their goals.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 2018-19 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.

By June 2019, we will continue to improve teacher effectiveness by developing a shared understanding for 3C- Student Engagement and 100% of teachers will implement school leaders' feedback as evidenced by the college readiness score to improve from 79% to 85%.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Principal and APs</td>
<td>Sept 2018-June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018-June 2019</td>
<td>APs and Model Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 2018-June 2019</td>
<td>APs and Model Teachers</td>
</tr>
</tbody>
</table>

**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** will self-assess on selected components of the rubric. Teachers will be expected to integrate these components into their individual and departmental SMART goals for 2018-2019.

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 are expected to incorporate feedback from post-observations into their annual SMART goals and to visit the classrooms of BCSM’s “model teachers.”

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.


### 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.
**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.

By February 2019 feedback from informal and formal observations will reflect improvement in the teacher’s domain in the area identified as needing improvement.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance teacher rating summaries. Individual teacher SMART goals.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

BCSM will continue to have adopt as a learning focus area writing across the content areas to contribute to a projected increase in college readiness rate from 79% to above 80% for 2017-2018. We will formalize and disseminate Writing Revolution strategies across all core content areas. We will build out of our STEAM curriculum by adding engineering, computer science and robotics course to our curriculum, preparing our students for both the NYCSEF and Intel Science and Engineering Fair.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will continue our writing across the curriculum focus and the implementation of the Writing Revolution in every classroom. We will maintain the impact of this writing program as evidenced by the percentage of students who pass the ELA regents exam with a 65 or above (currently at 99%). We will continue to monitor the percentage of students who pass the ELA regents exam with a 65 or above (currently at 99%) with a goal of 100% as well as the percentage that demonstrate college readiness of achieving a 75 on the ELA regents exam (currently at 79%) with a goal of above 85% college ready.
Part 3a – 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:

- Evidence-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).

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<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Sept 2018-June 2019</td>
<td>APs and teachers</td>
</tr>
</tbody>
</table>

Weekly Monday PD and Departmental planning time will be dedicated to the full roll-out of the Writing Revolution in every content area.

Teacher observations will be centered around the full roll-out of the Writing Revolution in every content area.

Weekly PDs will be centered around the sharing of best practices and looking at student work to ensure the impact of the full roll-out of the Writing Revolution in every content area.

Mid-year and end of year showcase of student writing as evidence of the impact of the full roll-out of the Writing Revolution in every content area.

Continue our writing across the curriculum focus and the implementation of the Writing Revolution in every classroom for 2018-2019. We will measure success through an analysis of writing samples through diagnostics, midterm assessments and end of year assessment reflecting growth on a series of writing domains and dimensions as reflected on an established rubric developed by the humanities team. Additionally, we will incorporate the ideas from Literacy Leaders last year in both the Humanities and Science classrooms. Through a systemic intervisitation model set up by our PD Committee this year, teachers will be visiting other classrooms and logging various ways to address reading and writing in their own classrooms that they learn from colleagues. The administration in partnership with the PD committee will strategically partner teachers in intervisitation triads in order to achieve this goal. Additionally, intervisitation triads will be given two Monday PD time slots a month to debrief and plan using their findings.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**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). 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.

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<td>Tax Levy</td>
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<td>Other</td>
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**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.

Since September 2016, the college office was be renamed the college and career success office with the overall school goal that every BCSM student graduates with a plan for post-high school. BCSM will designate a master teacher to take on the role of creating a student ambassador program on college campuses. By February 2019, we will track the progress of the roll out of this department with measurable goals determined at the start of the school year. Additionally, our college and career office will familiarize themselves with more alternative pathways in order to better serve our student population. We will continue to reach a college-readiness rate of 80% or higher (as reflected in the NYC School Quality Guide) with constant support from New Visions on data analysis to help our staff target instructional needs. Additionally, we have enrolled in the College Access for All initiative to support our goal of every student graduating with a plan. We partnered with CARA to revisit our early college awareness elective offered to all ninth graders and to support us in a new elective for seniors as they create their plans early in the year. Lastly, our College Access for All team is planning events throughout the year to promote higher education opportunities and career awareness.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Cycles of learning with measurable goals and outcomes. Mid-year share-out and end of year share out.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Historically, BCSM has always had strong parent engagement and involvement throughout the school community and civic life of the school. In response to the School Quality Snapshot we are hoping to improve on the 81% who responded positively to questions about Strong Family-Community Ties. Parents have asked for more regular communication from teacher regarding their child’s academic progress well in advance of the distribution of progress reports during the 6 marking periods throughout the year, so teachers will email/call parents regularly to communicate student progress especially for those at risk academically. We will encourage parents to be actively involved in school functions (ex. International Food festivals, thanksgiving meal, and day for children service day) throughout the year serving side-by-side with faculty and staff on behalf of our students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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–Specific, Measurable, Achievable, Relevant, and Time-bound.

BCSM would like to improve on the School Quality Snapshot in the category on Strong Family-Community Ties from 80% responded positively to 85% exceeding the city average of 83% by 2%. We will continue to work towards increasing parent involvement through monthly attendance at PA meetings and other school events/meetings from 30-40 parents in 2017-2018 to 50-75 parents in 2018-2019.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Sept.2018-June 2019</td>
<td>Principal, AP, SLT members, PA Executive Board and parent coordinator.</td>
</tr>
<tr>
<td>Parent, students, faculty &amp; staff.</td>
<td>Sept.2018-June 2019</td>
<td>BCSM administration, faculty, staff, parent coordinator, parents and student.</td>
</tr>
<tr>
<td>Parents and students</td>
<td>October 2018, November 2018 and June 2019.</td>
<td>PA Executive Board, all parents and parent coordinator.</td>
</tr>
</tbody>
</table>

SLT and PA will work closely to make parents feel more comfortable with attending monthly PA meetings. There will be translators available for those parents who do not speak English. Refreshments will be served at monthly meetings along with guest speakers to address topics of interest that come from parent surveys. Parents will receive regular updates via email Blasts keeping parents informed on upcoming school events.

PA along with BCSM administration, faculty, staff and student government will work collaboratively to engage parents in school events and activities throughout the school year-helping parents feel more connected to the school community.

Parents will be asked to participate in open houses and freshmen orientations where they will be asked to speak to prospective and future BCSM scholars and their parents regarding the expectations of parental involvement as a member of the BCSM community.

The College and career office will communicate directly with parents in a timely fashion regarding any college, career, scholarships, financial aid info and deadlines. The guidance team will review and communicate graduation requirements and community service hours requirements to parents and students’ hours updated monthly.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parent workshops during monthly PA meetings with CBO’s including but not limited to BuildOn, Christadora, FDNY, PAL, NYPD, etc.. Timeline: September 2018-June 2019. Facilitated and implementation oversight by Principals, AP 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.

Title I - 1% Parent Involvement allocation. TL Translation funds. PA/PTA fund.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>X</td>
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<th>C4E</th>
<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
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**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.

Monthly check-ins during SLT and PA Executive Board meetings. We will continue to work towards increasing parent involvement through monthly attendance at PA meetings and other school events/activities from 30-40 parents in 2017-2018 to 50-75 parents in 2018-2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent surveys, discussions with PA Executive Board, SLT and results on the School Quality Snapshot - Strong Family-Community Ties..

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>● IEP</td>
<td>● ICT support services</td>
<td>● Classroom–team teaching</td>
<td>● During the school day</td>
</tr>
<tr>
<td></td>
<td>● Teacher Recommendation</td>
<td>● Wilson Reading System, small group setting</td>
<td>● Push-in support services</td>
<td>● During the school day</td>
</tr>
<tr>
<td></td>
<td>● Guidance Recommendation</td>
<td>● One-to-one tutoring</td>
<td>● Wilson Reading System, small group setting</td>
<td>● Before/during/after school</td>
</tr>
<tr>
<td></td>
<td>● Parent Request</td>
<td>● S.A.T. Prep</td>
<td>● One-to-one tutoring</td>
<td>● After school and/or Saturday</td>
</tr>
<tr>
<td></td>
<td>● Student Request</td>
<td>● Peer-Mentoring</td>
<td>● S.A.T. Prep</td>
<td>● After school</td>
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<tr>
<td></td>
<td></td>
<td>● Saturday Academy for at-risk seniors</td>
<td>● Peer-mentoring</td>
<td>● Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● English Regents Preparation</td>
<td>Small group setting</td>
<td>● After school and/or Saturday</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>● IEP</td>
<td>● ICT support services</td>
<td>● Classroom–team teaching</td>
<td>● During the school day</td>
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<td></td>
<td>● Teacher Recommendation</td>
<td>● One-to-one tutoring</td>
<td>● Push-in support services</td>
<td>● During the school day</td>
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<tr>
<td></td>
<td>● Guidance Recommendation</td>
<td>● S.A.T. Prep</td>
<td>● Wilson Reading System, small group setting</td>
<td>● Before/during/after school</td>
</tr>
<tr>
<td></td>
<td>● Parent Request</td>
<td>● Peer-Mentoring</td>
<td>● One-to-one tutoring</td>
<td>● After school and/or Saturday</td>
</tr>
<tr>
<td></td>
<td>● Student Request</td>
<td>● Math Regents Preparation</td>
<td>● S.A.T. Prep</td>
<td>● After school</td>
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<td></td>
<td></td>
<td></td>
<td>● Peer-mentoring</td>
<td>● Saturday</td>
</tr>
<tr>
<td>Subject</td>
<td>IEP Requirements</td>
<td>Tutoring Options</td>
<td>Specialized Support Services</td>
<td>Availability</td>
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<td>-------------------------</td>
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<tr>
<td><strong>Science</strong></td>
<td>- Teacher Recommendation &lt;br&gt;- Guidance Recommendation &lt;br&gt;- Parent Request &lt;br&gt;- Student Request</td>
<td>- One-to-one tutoring &lt;br&gt;- Peer-mentoring &lt;br&gt;- Small Group tutoring &lt;br&gt;- Saturday Academy &lt;br&gt;- Science Regents Preparation</td>
<td>- Push-in support services &lt;br&gt;- One-to-one tutoring &lt;br&gt;- Peer-mentoring &lt;br&gt;- Small Group tutoring &lt;br&gt;- Saturday Academy</td>
<td>- After school and/or Saturday</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>- Teacher Recommendation &lt;br&gt;- Guidance Recommendation &lt;br&gt;- Parent Request &lt;br&gt;- Student Request</td>
<td>- ICT support services &lt;br&gt;- One-to-one tutoring &lt;br&gt;- Peer-mentoring &lt;br&gt;- Small Group tutoring &lt;br&gt;- Saturday Academy &lt;br&gt;- Social Studies Regents Preparation</td>
<td>- Classroom--team teaching &lt;br&gt;- Push-in support services &lt;br&gt;- One-to-one tutoring &lt;br&gt;- Peer-mentoring &lt;br&gt;- Small Group tutoring &lt;br&gt;- Saturday Academy</td>
<td>- During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>- Teacher Recommendation &lt;br&gt;- Guidance Recommendation &lt;br&gt;- Parent Request &lt;br&gt;- Student Request</td>
<td>- Datacation Online Tracking &lt;br&gt;- One-to-one &lt;br&gt;- Crisis Intervention &lt;br&gt;- Individual and/or group counseling &lt;br&gt;- Referrals to hospitals and/or C.B.O. &lt;br&gt;- ATS Tracking System</td>
<td>- Datacation Online Tracking &lt;br&gt;- One-to-one &lt;br&gt;- Crisis Intervention &lt;br&gt;- Individual and/or group counseling &lt;br&gt;- Referrals to hospitals and/or C.B.O. &lt;br&gt;- ILOG tracking intervention</td>
<td>- During the school day</td>
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2018-19 CEP
**Section 7: Support for Students in Temporary Housing (STH)**

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

   Students receive financial subsidy for the following school uniform items: polo shirt, tie, short/long sleeve button down shirt, BCSM vest and BCSM sweater, Students will receive academic intervention services and counseling.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

We did not receive any additional allocation for students living in temporary housing.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status
Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
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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.

n/a

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).

n/a
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, Monthly UFT Consultation Meetings, UFT membership on the SLT, PD committee for Monday workshops. Teacher participation in all of the committees and teams listed above gives them a seat a the table when it comes to the governance of BCSM and the establishment of annual goals and priorities for the school.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A</th>
<th>Column B</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$405,605</td>
<td>X</td>
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<td>Section 5 Parts 4b.</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
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<tr>
<td>Title III, Part A</td>
<td>Federal</td>
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<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</td>
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<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,163,114</td>
<td>X</td>
<td></td>
<td>Section 5 Parts 4b</td>
<td></td>
</tr>
</tbody>
</table>

¹Explanation/Background:
2018-19 CEP
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement 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 Every Student Succeeds Act (ESSA). 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 ESSA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESSA.

- 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 ESSA 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 ESSA.

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

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 2018- June 2019. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2018.

Support for Parents and Family Members of Title I Students

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, graduation requirements, parenting skills/social emotional well-being 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

### Parental Involvement and School Quality

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.

### Encouraging School-Level Parental Involvement

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 ESSA: Develop the plan collaboratively with parents throughout the year during monthly PA meetings.
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 ESSA: 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

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.

School-Parent Compact (SPC)

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 Every Student Succeeds Act (ESSA) (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 2018-2019.
## I. School Responsibilities: High Quality Curriculum

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

## I. School Responsibilities: Supporting Home-School Relationships

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 2018 and once in the spring in March 2019.

3. Provide parents with frequent reports in the middle of each marking period 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.

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

Open door policy: a full-time parent coordinator is on staff to facilitate parent access to faculty, staff and administration.

## I. School Responsibilities: Providing General Support to Parents

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.

II. Parent/Guardian Responsibilities

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 (8:00A.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 (8:00AM – 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: ___________________________

III. Student Responsibilities

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: ___________________________
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>Bronx</td>
<td>260</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDWARD TOM</td>
<td>ELANA BEN-PORAT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tbody>
<tr>
<td>type here</td>
<td>SYLVIA MOLINA &amp; PATRICIA KLARL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
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<tr>
<td>type here</td>
<td>MIRIAM FLECHA</td>
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<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
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</thead>
<tbody>
<tr>
<td>SYLVIA MOLINA &amp; PATRICIA KLARL</td>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
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<td>type here</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
</tr>
<tr>
<td>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]</td>
<td>Number of teachers who hold both bilingual extension and TESOL certification</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP

54
Total number of students in school (excluding pre-K) | 463 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 4.10%

# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>2016-2017</td>
<td>1</td>
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<td>TBE</td>
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# Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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.

2. What structures do you have in place to support this effort?

   Teacher, counselors and administration collectively support ENLs.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Our goal is that students will move up one level an 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?

Regular conferences with AP and department coordinator who oversees ENL.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

As discussed above, there is an upward trajectory in the proficiency levels for the majority of the students. Students do better in the listening/speaking than they do in reading/writing.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Weekly departmental meetings and monthly faculty meetings.

---

**Part IV: ELL Programming**

**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 ENLs receive 3 units of study (540 minutes of ENL instruction); Intermediate ENLs receive 2 units of study (360 minutes of ENL 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 ENL teacher for 35 students. The teacher provides the minutes through self-contained ENL 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 ENLs. 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 ENLs are appropriately evaluated in their native languages throughout the year exams, quizzes, and performance tasks are discretionary translated.

5. 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 ENLs 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 ENL. 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 ENLs, it is important to examine students' academic progress on an individual basis to examine what is preventing students from achieving proficiency. Long term ENLs may need additional tutorials outside of the normal school day to receive the extra support needed.
   e. Former ENLs academic progress will be closely monitored to ensure their adjustment to mainstream classroom. In extreme situations, ENL services can be provided if students struggle to adjust. In addition, former ENLs are entitled to time extensions on state exams.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
As previously stated, grade-level teachers strategically planned for the academic language connected with the content in order to improve ENL 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 ENLs, students have access to Google translate in order to translate readings a class assignments. All ENL students also have access to Rosetta Stone in English for additional practice.

7. 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.

8. 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 ENL class; content teachers meet with ESL teacher to discuss assessment data

9. Based on data and trends, 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.

10. If you had a bilingual program, what was the reason you closed it?
Our ENLs 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, ENLs and non ENLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ENLs are afforded equal access to all school programs during and after the regular school day. ENLs 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 ENLs are offered in English and in students’ native language, as appropriate.

12. 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 ENL we provide textbooks for every ENL 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, ENLs have access to or are provided with the technology resources of the school.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
All our high school students, ENL and non-ENL 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.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
All ENLs are programmed to appropriate ENL courses based on their Lab-R/NYESLAT 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.
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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 ENL we provide textbooks for every ENL 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, ENLs have access to or are provided with the technology resources of the school.

16. 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, ENLs and non-ENLs, 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.

17. 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.

18. 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

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 and non-pedagogic staff.) 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 ongoing for all personnel who work with ENLs to include APs, subject area teachers, secretaries, the parent coordinator. The ENL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ENL teacher facilitates monthly PDs on ENL strategies, testing accommodations, ENL identification protocols, stages of second language acquisition, analyzing ENL data, as well as participates in various school’s inquiry teams to support content area teachers’ instruction of ENLs and students’ progress. Documentation of ELL training for all staff is maintained in the school file by the Principal’s Secretary.

   Professional development is available for ELL teachers through office of ENLs. Additionally, money has been set aside from Title III to provide for additional professional development.

2. 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.

   Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.

   Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ENL 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.

### 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. **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.

### 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 V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Edward Tom, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Edward Tom</td>
<td>Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Ms. Elana Ben-Porat</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Ms. Miriam Flecha</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Mr. Robert Faison</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/30/17</td>
</tr>
<tr>
<td>Mrs. Alexandra Rubinstein/ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/30/17</td>
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<td></td>
<td>Teacher/Subject Area</td>
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<td>Coach</td>
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<td>Coach</td>
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<tr>
<td>Ms. Silva Molina</td>
<td>School Counselor</td>
<td></td>
<td>06/30/17</td>
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<tr>
<td></td>
<td>Superintendent</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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<td>Other</td>
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Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X260  School Name: Bronx Center for Science and Mathematics  Superintendent: Richard Cintron

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia</td>
<td>Molina</td>
<td>Guidance Counselor</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Spanish, Bengali</td>
<td></td>
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</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
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<tbody>
<tr>
<td>Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu</td>
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</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student/Parent Handbook, Regents Week Notice, Parent-Teacher Conference announcements, After-school Program information, SLT letters, PA letters, On-line grading system notification (Skedula)</td>
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</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night - Sept 2018, Parent-Teacher Conferences November 29 &amp; 30, 2018 and March 7 &amp; 8, 2019, and May 9, 2019. During Freshman Orientation - June 6, 2019, Teacher out-reach is done every Tuesday afternoon from 2:35 pm to 3:15 pm (Parent Coordinator, School Counselor, Foreign Language teachers and AP-Administration are used if translation is needed.</td>
<td></td>
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</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

- Robocall in both English and Spanish as well as calls home from guidance team

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

- Monthly faculty conferences

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

The annual Parent Survey will be conducted during the March 2019 Parent-Teacher Conferences.