



**MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 06M328**

**ADDRESS: 401 W. 164<sup>TH</sup> STREET, NEW YORK, NY, 10032**

**TELEPHONE: 917-521-2508**

**FAX: 917-521-9777**

**TABLE OF CONTENTS**

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

**SECTION I: SCHOOL INFORMATION PAGE..... 3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE ..... 4**

**SECTION III: SCHOOL PROFILE ..... 5**

**Part A. Narrative Description ..... 5**

**Part B. School Demographics and Accountability Snapshot ..... 7**

**SECTION IV: NEEDS ASSESSMENT ..... 10**

**SECTION V: ANNUAL SCHOOL GOALS..... 14**

**SECTION VI: ACTION PLAN ..... 15**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010 ..... 23**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..... Error! Bookmark not defined.13**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) ..... 26**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION ..... 17**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS ..... 18**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT ..... 23**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURREV)..... Error! Bookmark not defined.24**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS..... 25Error! Bookmark not defined.**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10... Error! Bookmark not defined.35**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) ..... Error! Bookmark not defined.36**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 328 **SCHOOL NAME:** Manhattan Middle School for Scientific Inquiry

**SCHOOL ADDRESS:** 401 W. 164<sup>th</sup> Street, New York, NY, 10032

**SCHOOL TELEPHONE:** 917-521-2508 **FAX:** 917-521-9777

**SCHOOL CONTACT PERSON:** Jorge Estrella **EMAIL ADDRESS:** jestrel@schools.nyc.gov

**POSITION/TITLE:** PRINCIPAL

**PRINT/TYPE NAME** JORGE ESTRELLA

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Jorge Estrella

**UFT CHAPTER LEADER:** Jessica Robles

**PARENTS' ASSOCIATION PRESIDENT:** Rodolfo Perez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 06 **SSO NAME:** CEI-PEA

**SSO NETWORK LEADER:** Linda Guarneri

**SUPERINTENDENT:** Martha Madera

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jorge Estrella	*Principal or Designee	
Jessica Robles	*UFT Chapter or Designee / Teacher	
Rodolfo Perez	*PA/PTA President or Designated Co-President	
Chavelle McKeever	Teacher / Chairperson	
Seberina Javier	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Francisca Salcedo	DC 37 Representative, if applicable	
Not Applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Milagros Garcia	Member/ Parent	
Yovanni Hidalgo	Member/Parent	
Graciela Mendoza	Member/Parent	
Susana Ramirez	Member/Teacher	
	Member/	
	Member/	
	Member/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Manhattan Middle School for Scientific Inquiry – MS 328, offers a rich educational environment that will prepare students to become lifelong learners and engaged members of society. Our students will be able to participate successfully in an ever-changing, technology-driven world. Teachers at Middle School 328 are educators who are passionate about teaching and learning and who have high expectations for all students including English language learners, special education students, and youngsters who are emotionally, socially, or academically at-risk.

Teachers use research-based teaching methodologies, and engage students in independent and cooperative projects, incorporate technology in their lessons, and establish partnerships with the community. At MS 328, students and teachers form a learning community of creative problem solvers; innovative decision makers who possess and share their academic, social and technological knowledge. Parents, staff, and the community work together to promote these ideals and to ensure that each student has the opportunity to reach his or her fullest potential.

In this learning community, students and teachers will:

- enjoy a sense of safety and a love for learning,
- understand their responsibility to meet high academic expectations,
- demonstrate social awareness and responsibility, and
- prepare themselves to be active citizens in a democratic country.

### **Demographics**

Middle School 328 is located in Upper Manhattan, a culturally diverse and densely populated community. Approximately 85% of the population of 430 students is Spanish speaking or are second generation immigrants from Latin America; 15% African American and 1% other (Yemen, Liberia). In addition, 41% of our students are English Language Learners (ELL's) and 98% qualify for the free lunch program. Approximately 16 percent of our students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), instruction in self-contained classes, and related services such as speech and language support and counseling. The feeder schools for Middle School 328 are Title I schools with a high percentage of low-performing students.

### **Staff**

Middle School 328 hires qualified educators who care about young people and who want to work in a collaborative environment. The majority of our staff is New York State certified secondary teachers. In addition, MS328's teachers are experienced in numerous instructional models. Our teachers are leaders in their subject area and share their special abilities in demonstration lessons, department conferences, grade level meetings, national conferences, and regional professional developments. Furthermore, our teachers are computer literate with experience implementing technology-based lessons as well as using student data found in anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creative teaching strategies to help students achieve their educational goals.

### **School Philosophy**

Like its name, Middle School 328 places a special emphasis on inquiry teaching in science as well as all other subject areas. According to John Dewey, "People learn best when they seek answers to questions that matter to them." Inquiry involves the process of asking meaningful questions, planning a procedure for studying these questions, organizing and analyzing the information gathered, and reflecting on and interpreting this information in the context of the study question. Students are engaged in project-based learning activities, literacy circles,

real-life applications for mathematics, the study of primary sources in social studies, hands-on science labs, field work, and community service.

Students take an active role in every stage of the inquiry process. Teachers guide students through the inquiry process as they connect the curriculum to their prior knowledge, learn how to find information, evaluate sources, reconcile conflicting accounts, and create an interpretative account, finally applying their knowledge to real-life situations. Teachers also practice and share a variety of classroom activities to accommodate different learning styles; provide multiple assessment tools and models; and create lively, engaging opportunities to learn challenging material.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	M.S. 328 - Manhattan Middle School for Scientific Inquiry				
<b>District:</b>	06	<b>DBN #:</b>	06M328	<b>School BEDS Code #:</b>	310600010328

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	0	0	0		92.5	91.6	92.3		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		95.0	95.0	90.6		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	160	143	114	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	214	189	150		98.8	94.8	94.0		
Grade 8	217	232	199						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		5	38	203		
Grade 12	0	0	0						
Ungraded	4	3	8	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	595	567	471		52	55	27		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	31	32	31						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	39	36	27		
Number all others	33	39	44	Superintendent Suspensions	2	14	15		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	159	123	160	Early College HS Participants	0	0	0
# in Dual Lang. Programs	28	43	46				
# receiving ESL services only	58	59	49	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	30	30	1	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	44	38
				Number of Administrators and Other Professionals	6	11	12
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	NA	2	2
(As of October 31)	2006-07	2007-08	2008-09				
	5	11	13				
<b>Teacher Qualifications:</b>							
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.5	0.4	0.0	Percent more than two years teaching in this school	31.3	34.1	55.3
Black or African American	11.6	12.0	9.8	Percent more than five years teaching anywhere	43.8	38.6	42.1
Hispanic or Latino	87.1	86.8	87.7	Percent Masters Degree or higher	84.0	68.0	82.0
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.5	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	98.1	97.9
White	0.7	0.4	0.8				
Multi-racial	NA	NA	NA				
<b>Male</b>	53.8	59.1	59.4				
<b>Female</b>	46.2	40.9	40.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>		
<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.		
<b>Individual Subject/Area</b>	<b>Elementary/Middle Level</b>	<b>Secondary Level</b>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
<b>Ratings</b>	ELA:	SINI 1			ELA:	
	Math:	IGS			Math:	
	Science:	IGS			Grad. Rate:	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>						
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	X	√	X			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	X	√	X			
Hispanic or Latino	X	√	X			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	√			
Economically Disadvantaged	X	√	X			
<b>Student groups making AYP in each subject</b>	2	6	1	0	0	0
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	<b>A</b>	<b>Overall Evaluation:</b>	NA
<b>Overall Score</b>	95.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	NA
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	NA
School Performance (Comprises 30% of the Overall Score)	24.0	Quality Statement 3: Align Instructional Strategy to Goals	NA
Student Progress (Comprises 55% of the Overall Score)	49.4	Quality Statement 4: Align Capacity Building to Goals	NA
Additional Credit	10.5	Quality Statement 5: Monitor and Revise	NA
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

Our school's vision is to offer a rich educational environment that prepares students to become lifelong learners and engaged members of society. How far have we progressed towards our attainment of this vision?

Before our school was created, the school we replaced suffered from serious, pervasive safety issues and a failure to achieve its academic goals. In September 2004, our school was opened. Since then, we have made steady progress towards fulfilling our vision and mission. Evidence of our progress is supported by the following:

- a. The 2008-2009 Learning Environment Survey showed better than average results for academic expectations, communication, engagement, and safety and respect.
- b. The 2008-2009 Progress Report score of 76.1 placed our school in the 93.6 percentile of schools.
- c. The 2007-2008 Quality review reports were both "well developed."
- d. In our 2008-2009 Quality Review, our school "did well" in collection of data, setting high expectations, collaborative planning, and professional development.
- e. The 2008-2009 Progress Report shows that we made exemplary proficiency gains in both ELA and math especially with ELL, Hispanic, and Black students.

These results, as well as anecdotal observations, show that we have made significant gains in improving school climate and academic performance. This is especially notable when compared to the climate and academic record of the school we replaced.

During the 2007-2008 school year our gains began to slow. There was an increase in school incidents - suspensions for example - and our Progress report and Learning Environment Surveys for these years show less impressive gains. In addition, our 2007-2008 Quality Review specified the need for us to develop less teacher-directed lessons.

The need to inspire students with a less teacher-centered approach by "connecting to students' lives" through the use of inquiry teaching is a central component of our school's mission. In our first few years of existence, much needed emphasis was placed on changing the school climate and achieving better academic results. However, now we must turn our attention toward the further development of a "thinking curriculum," one where students are engaged in inquiry learning at a higher frequency than is currently found.

### Predicted outcomes

Using inquiry is not an isolated thing that happens just in the classroom. The whole school organization must be structured around this goal. From academic intervention services to the pupil personnel team, from our disciplinary system to the creation, collection, and use of data, our school must continue to solidify the structures we have in place to create a community of learners. Finally, we must give our students the kind of social and emotional support they require so that they feel they are included in the functioning of our school.

"Closing the achievement gap" for failing students, holdovers, newly arrived, or SIFE students will demand that we continue to strengthen the gains we've made in our first 4 years by deepening the coherence of the

organizational structures we already have in place. In addition, we must turn an eye towards our adolescent development supports, improving those that exist and creating additional supports like advisories and after school programs. Our Quality Reviews and Progress Reports show this is a school that organizes itself for effort. We predict that our continuing effort will show increased gains for our under-performing students in the coming years and indeed will show significant gains for all students as well.

## **Understanding of School Needs**

### Needs assessment overview

**In the Spring and Fall of 2009, a preliminary needs assessment was reviewed and completed to help us continue to focus on our schoolwide efforts. Our needs assessment included the following sources:**

- a. 2008-2009 Learning Environment Survey
- b. 2008-2009 Progress Report
- c. 2007-2008 Quality Review
- d. A record of our school's suspensions for the year 2008-2009
- e. Our data summary sheet for ELA and math organized by our Inquiry Team (see below); and

Our objective is to continue to improve our system of adolescent development support as a means towards improving academic achievement in particular in ELA. The data shows that, while we've made and maintained significant gains in academic proficiency in ELA, the rate of progress is slow. As a result of this data, we have proposed ongoing professional development for our teachers, focusing on developing a curricula that will hone in on inquiry-based instruction using NYS Core Curriculum Standards with emphasis on specific performance indicators that will be used to monitor student progress in accordance with State requirement. We have employed the services of JDL, an educational organization that focuses in integrating literacy in social studies and Aussie PD concentrating in evaluating teaching practices, strategies, and focused student outcome. In addition, this year we have implemented the following evaluative tool—Schoolbinder--to set and monitor student goals as an ongoing assessment and accountability process; extensive professional development in ELA and social studies with major focus on the implementation of ELA skills and strategies in other content areas.

### Data summary

a. An analysis of our 2008-2009 Learning Environment Survey shows progress in academic expectations and engagement and no progress in the safety and respect category. Also notable there was no significant increase in our score - when compared to 2007-2008 - in the communication category. When compared to schools in our peer group, and to the city horizon as a whole, our school environment results are moderate and in need of improvement. In light of this, we have proposed and have begun the following schoolwide activities: Outwardbounds—building school culture that will focus on core values and sustainability. These activities have been designed to build strong collaboration amongst the teaching staff; assist in further analyzing data; better measure student performance through formative and summative assessments as well as raise accountability amongst the teaching staff and students.

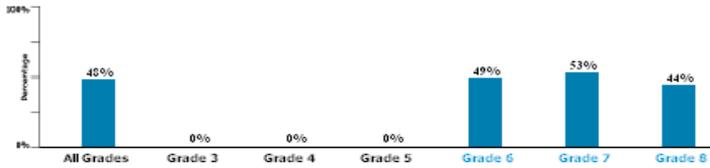
b. Our 2008-2009 Progress Report shows that we made exemplary academic proficiency gains with English Language Learners and special education students. Data shows that although there were significant increase with our "traditionally low achieving" groups, no significant gains were made with our lowest 1/3. As a result, emphasis has been placed in addressing the needs of our lowest 1/3; supplemental educational services (SES) has been extended to students who have not made significant progress in ELA two (2) days a week; major focus will be in reading comprehension. In addition to this service we have also offered after school programs and Saturday Academy to supplement instruction with major focus on comprehension.

c. When compared to the previous three years, our school's record shows that there has been a decrease in principal suspension and an increase in superintendent's suspensions for 2008-2009 school year. During the 2007-2008 school year, our school had 39 principal suspensions and 1 superintendent suspensions. When considered in the context of school environment generally, these numbers suggest a high level of disruptions to the learning process.

d. A review of our 2008-09 data shows that in ELA our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders had made significant gains of 48% of students achieving at level 3 or above as reported on our Progress Report—an improvement of approximately 24% when compared with our 2007-08 data. For example, there was a decrease in the number of level ones from 2007-08 to 2008-09 on the ELA state exam, an 11% decrease of level 1; a 12% decrease of level 2; and an increase of 24% of levels 3 and 4. While great gains were made, a closer analysis of the data has prompted much discussion and planning on how to address the needs of our level two students. The data on pages 12 and 13 will provide a closer look of both the 2007-08 and 2008-09 school years in ELA and mathematics.

Level 3 and Above | Level 2 and Above

School



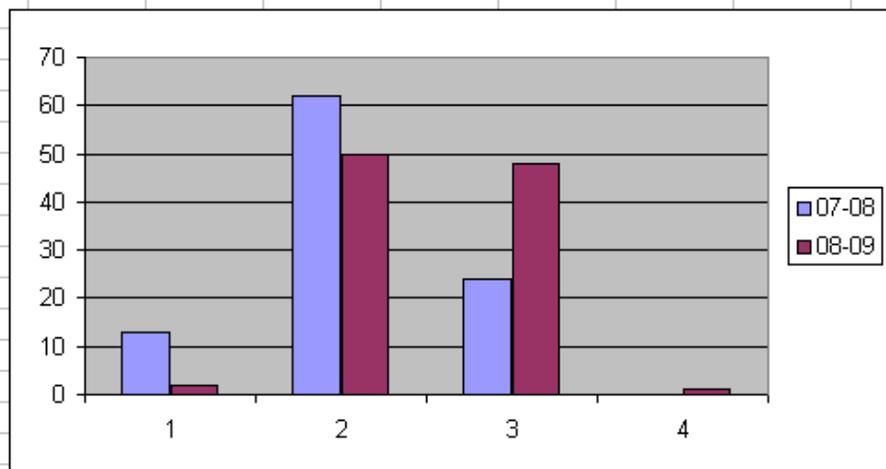
Performance Levels

Grade	# Tested	Level 1		Level 2		Level 3		Level 4	
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage		
All Grades									
School	443	2%	50%	47%	1%				
Grade 06									
School	105	2%	50%	47%	2%				
Grade 07									
School	149	0%	47%	52%	1%				
Grade 08									
School	189	3%	52%	44%	1%				

Grade	1		2		3		4	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
School	13	2	62	50	24	48	0	1
6	13	2	64	49	23	47	0	2
7	4	0	57	46	39	53	0	1
8	21	3	65	53	13	44	0	1

	1	2	3	4
07-08	13	62	24	0
08-09	2	50	48	1

ALL SCHOOL - ELA SCORES - (07-08) - ((08-09)

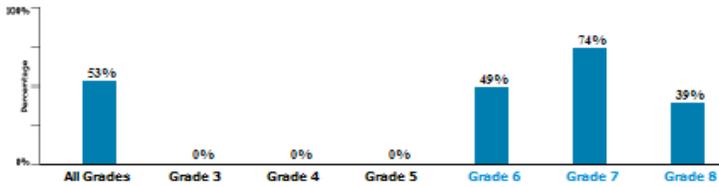


# Aggregate Performance

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Level 3 and Above | Level 2 and Above

School

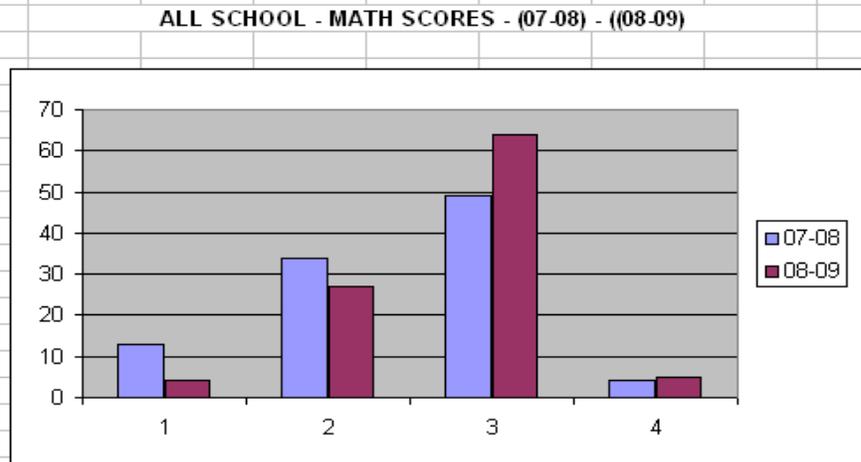


## Performance Levels

Grade	# Tested	Level 1		Level 2		Level 3		Level 4	
		Percentage	Percentage	Percentage	Percentage	Percentage	Percentage		
All Grades									
School	560	13%	34%	49%	4%				
Grade 06									
School	142	16%	35%	46%	2%				
Grade 07									
School	183	8%	17%	67%	7%				
Grade 08									
School	235	14%	47%	37%	2%				

MATH SCORES 2008 - 2009								
Grade	1		2		3		4	
	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
School	13	4	34	27	49	64	4	5
6	16	8	35	44	46	45	2	3
7	8	1	17	24	67	69	7	7
8	14	4	47	19	37	71	2	6

ELA SCORES 2008 - 2009				
	1	2	3	4
07-08	13	34	49	4
08-09	4	27	64	5



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1:**

To improve student performance in Mathematics as defined in MS328's School Progress Report.

#### **Measurable Objective:**

By June 2010, 10% of students in Grades 6, 7 & 8 who scored at proficiency level 2.5-2.99 on the 2009 NYS Mathematics Exam will score at Level 3 or higher on the 2010 NYS Mathematics Exam. (Approximately 12 students). We arrived at this goal by studying student performance on the 2009 NYS Mathematics Exam for both our general population and the lower 1/3 of our student body.

### **Goal 2:**

To improve student performance in ELA as defined in MS328's School Progress Report.

#### **Measurable Objective:**

By June 2010, 10% of students in Grades 6, 7 & 8 who scored at proficiency level 2.4-2.99 on the 2009 NYS ELA Exam will score at Level 3 or higher on the 2010 NYS ELA Exam. (Approximately 10 students). We arrived at this goal by studying student performance on the 2009 NYS ELA Exam for both our general population and the lower 1/3 of our student body.

### **Goal 3:**

To build on our ongoing data project: making data regularly accessible to teachers in a form that is immediately useful

#### **Measurable Objective:**

90% of faculty will be able to show evidence of understanding and analyzing student data for the purpose of setting goals and planning instruction accordingly.

### **Goal 4:**

To implement the goals proposed for the General Electric – Middle School Success grant.

#### **Measurable Objective:**

- 100% of science teachers will take part in the Urban Advantage program.
- 100% of math teachers will work with Math Solutions.
- 100% of teachers will be involved in advisories
- 100% of students will be involved in advisories
- 30% of staff members will participate in Summer Institute for Curriculum Development
- 80% of teachers will participate in extended faculty conference

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):**      Mathematics

### **Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

### **Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

### **Goal 1**

To improve student performance in Mathematics as defined in MS328's School Progress Report.

### **Measurable Objective:**

By June 2010, 10% of students in Grades 6, 7 & 8 who scored at proficiency level 2.5-2.99 on the 2009 NYS Mathematics Exam will score at Level 3 or higher on the 2010 NYS Mathematics Exam. (Approximately 12 students). We arrived at this goal by studying student performance on the 2009 NYS Mathematics Exam for both our general population and the lower 1/3 of our student body.

- Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills
- Continue to examine student work on a regular basis and based on this analysis, differentiation of instruction that will address the academic needs of our students. By differentiating instruction, we will be at a vantage point to make critical instructional decisions that will improve classroom practice and student performance.
- Set student goals early on and monitor progress during our weekly subject conference meetings
- Increasing the quality of student portfolios in Mathematics as measured by rubrics designed for this purpose.
- Continue increasing the number of books read as indicated by internet-based assessments (Star test).
- Continue using Team Teaching Initiative to reduce student-teacher ratio, improve quality of instruction, and to improve academic achievement.
- Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.
- By designing creative scheduling students will have opportunities to have small group instruction
- Scheduling After school program and Saturday Academy
- Continue collaborating with our PSO to support our endeavors to improve academic achievement.
- Allocate Title I, Title III, SINI Grant, Carmell Hill Foundation grant, GE Grant, TL Students Fair Funding, and other grants to support these activities
- Use Contact for Excellence Resources to reduce class size

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

**a. Financial Resources Alignment**

- In order to accomplish goal 2, the following financial resources will be allocated: Tax Levy, C4E, Title I, Title III, Rollover program, Grants

**b. Staffing and Training**

- Reducing class size in Math classes.
- Teachers will be involved in professional development activities pertinent to the Math such as Accelerated Math, River Deep, Renzzuli, Data Analysis, and Math Solutions.

**c. Schedule**

- On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- a) Progress Report results - Once a year
- b) State Report Card - Once a year
- c) New York City predictive assessments - Acuity - periodically
- d) Student portfolios in Math- Bi Monthly Conferences
- e) Individual Student Goals - Monthly review
- f) Accelerated Math individual reports - Weekly Basis
- g) Rigor - Bi Monthly
- h) Report Cards - Quarterly

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2:</b> To improve student performance in ELA as defined in MS328’s School Progress Report.</p> <p><b>Measurable Objective:</b> By June 2010, 10% of students in Grades 6, 7 &amp; 8 who scored at proficiency level 2.5-2.99 on the 2009 NYS ELA Exam will score at Level 3 or higher on the 2010 NYS ELA Exam. (Approximately 10 students). We arrived at this goal by studying student performance on the 2009 NYS ELA Exam for both our general population and the lower 1/3 of our student body.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills</li> <li>• Continue to examine student work on a regular basis and based on this analysis, differentiation of instruction that will address the academic needs of our students. By differentiating instruction, we will be at a vantage point to make critical instructional decisions that will improve classroom practice and student performance.</li> <li>• Set student goals early on and monitor progress during our weekly subject conference meetings</li> <li>• Increasing the quality of student portfolios in ELA as measured by rubrics designed for this purpose.</li> <li>• Continue increasing the number of books read as indicated by internet-based assessments (Star test).</li> <li>• Continue using Team Teaching Initiative to reduce student-teacher ratio, improve quality of instruction, and to improve academic achievement.</li> <li>• Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.</li> <li>• By designing creative scheduling students will have opportunities to have small group instruction</li> <li>• Scheduling After school program and Saturday Academy</li> <li>• Continue collaborating with our PSO to support our endeavors to improve academic achievement.</li> <li>• Allocate Title I, Title III, SINI Grant, Carmell Hill Foundation grant, TL Students Fair Funding, and other grants to support these activities</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>d. Financial Resources Alignment</b></p> <ul style="list-style-type: none"> <li>• In order to accomplish goal 2, the following financial resources will be allocated: Tax Levy, C4E, Title I, Title III, Rollover program, Grants</li> </ul> <p><b>e. Staffing and Training</b></p> <ul style="list-style-type: none"> <li>• Reducing class size in Math classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will be involved in professional development activities pertinent to the Math such as Accelerated Math, River Deep, Renzzuli, Data Analysis,</li> </ul> <p><b>f. Schedule</b></p> <ul style="list-style-type: none"> <li>• On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>i) Progress Report results - Once a year</li> <li>j) State Report Card - Once a year</li> <li>k) New York City predictive assessments - Acuity -</li> <li>l) Student portfolios in ELA - Bi Monthly Conferences</li> <li>m) Individual Student Goals - Monthly review</li> <li>n) Accelerated Reader individual reports - Weekly Basis</li> <li>o) Achieve 3000 Reports - Bi Monthly</li> <li>p) Report Cards - Quarterly</li> </ul>

Subject/Area (where relevant):

Data

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 3:</b> To build on our ongoing data project: making data regularly accessible to teachers in a form that is immediately useful</p> <p><b><u>Measurable Objective:</u></b> 90% of faculty will be able to show evidence of understanding and analyzing student data for the purpose of setting goals and planning instruction accordingly.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Make the usage of ARIS system part of our regular practice—<b><u>discussion and review during our weekly ELA and grade meetings.</u></b></li><li>• Use the results of predictive assessments in ELA and math to help us understand student progress and to make informed instructional decisions to address individual student's needs—<b><u>use of ARIS during weekly subject meetings to analyze student progress and re-evaluate instructional practices.</u></b></li><li>• Use our MS 328 customized student data system to evaluate academic achievement and behavior--<b><u>ongoing.</u></b></li><li>• Implement MS 328 customized PD system via iObservation—<b><u>weekly subject meetings in ELA and mathematics—informal and formal observations including peer intervisitation.</u></b></li><li>• Implement MS 328 online discipline referral system to support teachers in gathering real time data—<b><u>daily analysis.</u></b></li><li>• Use results of Accelerated Reader program, Accelerated Math, Acuity, Achieve 3000 and Renzzuli to determine students' progress in reading comprehension and Mathematics Skills—<b><u>ongoing.</u></b></li><li>• Schedule Low Inference observations to targeted students to determine their performance in the classrooms and what strategies work for them—<b><u>ongoing (September to June).</u></b></li><li>• Data team will collect the above mentioned data, analyze, correlate, and disseminate to the faculty—<b><u>weekly data meeting.</u></b></li><li>• Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups—<b><u>periodic bi-monthly review..</u></b></li><li>• Allocate Title I, Title III, TL Students Fair Funding, and other grants to support these activities and to purchase the necessary equipment to facilitate the use of data—<b><u>ongoing (October to June).</u></b></li></ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>a) Financial Resources Alignment</b>          In order to accomplish goal 2, the following financial resources will be allocated: Tax Levy, C4E, Title I, Title III, Rollover program, and Grants.</p> <p><b>b) Staffing and Training</b>          * ELA teachers, ESL teachers, AIS teachers, Assistant Principal, support staff          * Reducing class size in Literacy classes.          * Teachers will be involved in pertinent to the ELA during our subject meetings (Mondays), such as Accelerated Reader, Rigor, ExCell, Achieve 3000, and Data Analysis.</p> <p><b>c) Schedule</b>          * On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>q) Progress Report results - Once a year          r) State Report Card - Once a year          s) New York City predictive assessments - Acuity -          t) Student portfolios in ELA and Math - Bi Monthly Conferences          u) Individual Student Goals - Monthly review          v) Accelerated Reader / Math individual reports - Weekly Basis          w) Report Cards - Quarterly</p>

Subject/Area (where relevant): Student Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4:</b> To implement the goals proposed for the General Electric – Middle School Success grant.</p> <p><b>Measurable Objective:</b></p> <ul style="list-style-type: none"> <li>• 100% of science teachers will take part in the Urban Advantage program.</li> <li>• 100% of math teachers will work with Math Solutions.</li> <li>• 100% of teachers will be involved in advisories</li> <li>• 100% of students will be involved in advisories</li> <li>• 30% of staff members will participate in Summer Institute for Curriculum Development</li> <li>• 80% of teachers will participate in extended faculty conference</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will participate in an advisory curriculum planning conference July 2009. Teachers will plan an advisory program and write an advisory curriculum—<b><u>weekly Friday planning sessions beginning September 2009.</u></b></li> <li>• Teachers will participate in a sustainability and advisory curriculum planning conference—<b><u>monthly extended faculty meetings.</u></b></li> <li>• Teachers will plan sustainability lessons that will be integrated into their subject area units—<b><u>September 2009 ongoing.</u></b></li> <li>• Regular planning meetings with grant committee to set agendas and follow-up on the progress of our grant-sponsored initiatives—<b><u>weekly Friday planning sessions.</u></b></li> <li>• Planning meeting with our partner organization to plan contractual guidelines for program implementation—<b><u>on an as needed basis.</u></b></li> <li>• Coordinate with Math Solutions. Develop contract and schedule math professional development sessions—<b><u>weekly subject meeting.</u></b></li> <li>• Contact Urban Advantage and recruit teachers for program. Register teachers and schedule professional development days. <b><u>Ten (10) full day sessions beginning in October 2009 to June 2010</u></b></li> <li>• New York City Outward Bound will work with 3 science teachers to integrate inquiry-based teaching, Outward Bound common practices, and community building into the science classes. The OB consultant will work with the teachers to set goals. <b><u>Twice (2) a week—Wednesday and Thursday</u></b></li> <li>• Working with Outward bound, plan and implement two full day and one overnight professional development sessions. These sessions will focus on inquiry-based teaching, building community, and sustainability education. <b><u>Two full day sessions: November 4, 2009 and June 10, 2010; overnight professional development—staff retreat: January 22-23, 2010</u></b></li> <li>• An Outward Bound staff person will integrate professional development into our health, advisory, and gym classes. Working with teachers, the consultant will present topics on team building and cooperative games. <b><u>Twice (2) a week—Mondays and Thursdays</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>• Consultants will be working with teachers in the school in a one-to-one basis and in groups.</li> <li>• The activities have been funded with our GE grant allocation and TL Student Funding in-kind monies.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>g. Financial Resources Alignment</b></p> <ul style="list-style-type: none"> <li>• In order to accomplish goal 2, the following financial resources will be allocated: Tax Levy, C4E, Title I, Title III, Rollover program, GE Grant, In Kind, other grants</li> </ul> <p><b>h. Staffing and Training</b></p> <ul style="list-style-type: none"> <li>• Reducing class size in Math classes.</li> <li>• Teachers will be involved in professional development activities pertinent to the Math such as Accelerated Math, River Deep, Renzzuli, Data Analysis,</li> </ul> <p><b>i. Schedule</b></p> <ul style="list-style-type: none"> <li>• On-going professional development including, consultants, weekly grade level meetings, weekly subject area meetings, monthly faculty conferences, attending conferences promoted by DOE and other learning organizations.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>a) Progress Report results - Once a year</li> <li>b) State Report Card - Once a year</li> <li>c) New York City predictive assessments - Acuity -</li> <li>d) Student portfolios in ELA and Math- Bi Monthly Conferences</li> <li>e) Individual Student Goals - Monthly review</li> <li>f) Report Cards - Quarterly</li> </ol>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	66	125	125	66	54	24	22	60
7	102	133	102	133	100	32	42	78
8	69	105	69	105	79	9	36	87
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Wilson and Great Leaps intervention programs used one on one and in small group, during the regular school day and in afterschool and Saturday programs with target populations. One on one, push in, pull out, and small group tutorials by SETTS, Bilingual Specialist, and Speech teachers. Vocabulary development through Exc-El program. ELA/ESL tutors provided by NYU/America Reads. 37.5 minute, small group tutorials.
<b>Mathematics:</b>	One on one, push in, and pull out services provided by SETTS teachers and Bilingual Specialists. Math-focused 37.5 minute, small group tutorials. Math remediation and enrichment during Saturday Academy beginning in early October. Math tutors provided by NYU/America Reads. Afterschool homework support under the auspices of the Beacon Program/ACDP. One on one and small group afterschool support provided by math teachers.
<b>Science:</b>	One on one and afterschool support for developing and completing exit projects. Focused test sophistication in preparation for the 8th grade science test; both practical and written. One on one and small group afterschool support.
<b>Social Studies:</b>	Vocabulary development through the Exc-EL program. Focused test sophistication in preparation for the 8th grade social studies test. Technology integrated into the curriculum. Schoolwide literacy-social studies initiative supporting learners struggling in both subjects. One on one and small group afterschool support.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group (2 - 5 students) and individual counseling both during the regular schoolday and afterschool. Occasional classroom observations. Parental outreach and support. Critical support for the development and maintenance of student Individualized Education Plans.
<b>At-risk Services Provided by the School Psychologist:</b>	One on one counseling services provided to individual students. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
<b>At-risk Services Provided by the Social Worker:</b>	One-on-one counseling services. Family outreach services provided within the referral process. Educational testing leading to the diagnosis of educational needs within referral process and identification of related services. Classroom observations provided on as needed basis. Critical support for the development and maintenance of student Individualized Education Plans.
<b>At-risk Health-related Services:</b>	New York/Presbyterian affiliated clinic with comprehensive psychological and medical-health related services.

## APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

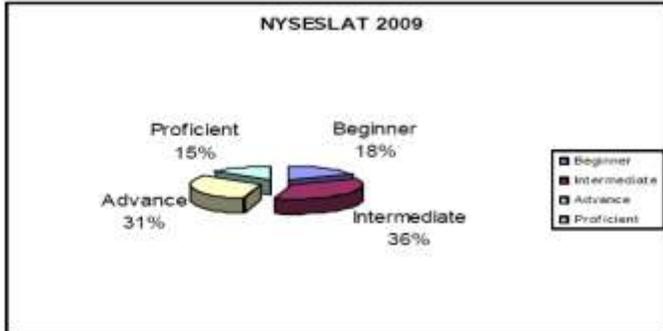
*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### M.S. 328's LANGUAGE ALLOCATION POLICY

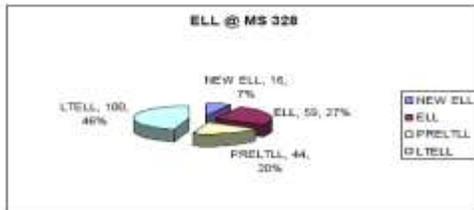
An Analysis of the results of the 2009 NYSESLAT showed that 18% of our students performed at the beginner level, 36% of the students performed at intermediate level, 31% of the population performed at advance level and 15% of our students performed at the proficient level.



From our itemized skills analysis, our students' areas of challenge are reading and writing. Indeed, if it weren't for writing, many of our students would test out their

monolingual groups; many of the students classified as Advanced on the NYSESLAT have mediocre writing scores, even though they excelled in other areas. Students at the Beginning and Intermediate level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our Ells have trouble with vocabulary and structure. For some students speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, listening is students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking Ells.

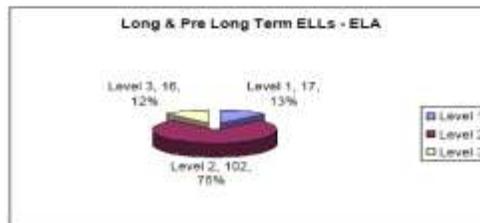
From our itemized skills analysis, our students' areas of challenge are reading and writing. Indeed, if it weren't for writing, many of our students would test out their monolingual groups; many of the students classified as Advanced on the NYSESLAT have mediocre writing scores, even though they excelled in other areas. Students at the Beginning and Intermediate level also received their lowest test scores in writing. A second area of challenge is reading comprehension; when analyzing long passages, our Ells have trouble with vocabulary and structure. For some students speaking is also a challenge; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Across the board, listening is students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking Ells.



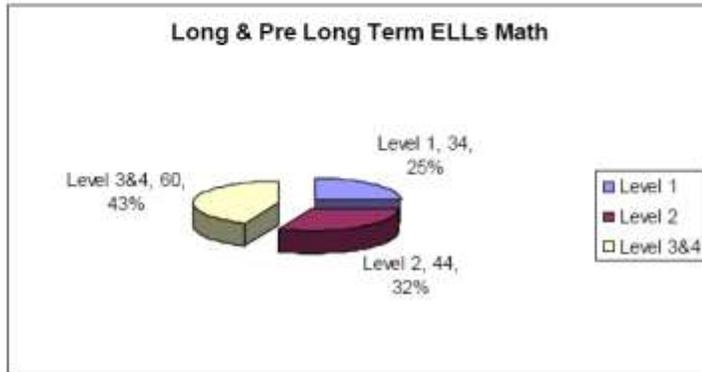
In addition, our data further indicates that 7% of English Language Learners are classified as a new ELL; 27% as ELL; 20% as PRELTLL; and 46% as LTELL.. Our data indicates that in our school population, 21% are Long Term ELL's. We have found that the majority of these students arrive at our school as

Long Term ELL's.

In comparing the Pre Long Term ELL's and the Long Term ELL's, our data indicates that the majority of students ( 75%) in this category scored a level 2 in ELA test, while

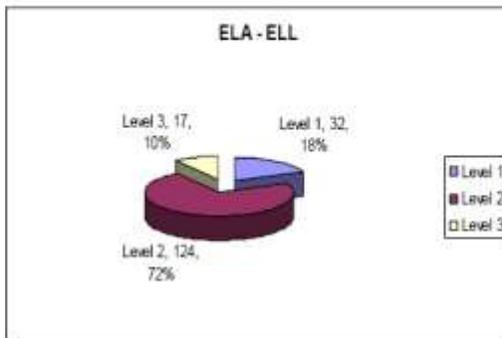


12% scored a level 3 and 13% scored a level 1. By concentrating on vocabulary and implementing the strategies previously mentioned, our goal is to move these level 2 students. The same holds true for our ELL population. The majority of students in this category scored a level 2 (72%), while 10% scored a level 2 and 18% scored a level 1.

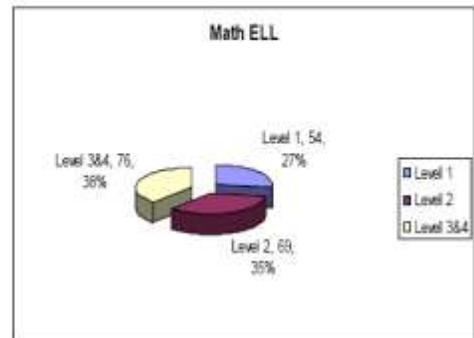


Results of the Pre Long Term ELL's and Long Term ELL's State Mathematics test in 2008 showed that 43% of our students performed at level 3, 32% of the students performed at level 2 and 25% of the population performed at

level 1. In reviewing the ELL data for the state mathematics test, the results showed that 38% of our students performed at level 3&4, 35% scored at level 2 and 27% scored at level 1.



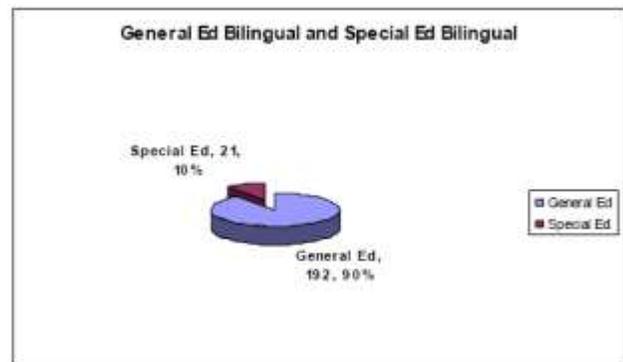
In comparing our ELA and Math scores as indicated, it is clear that a large percentage of our ELL population falls under level 2 in ELA and level 3&4



in mathematics. This is an indication that we have to move our level 2 ELA students. By doing so, this will enable our ELL students to reach an even higher academic level in mathematics. The data clearly shows that our ELL students are capable of mastering the performance standards.

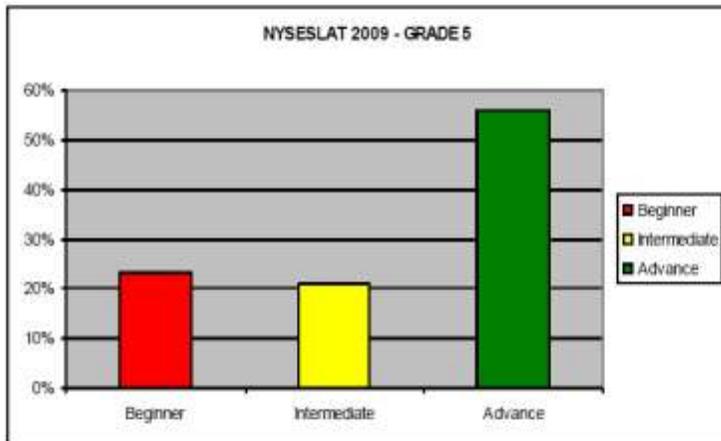
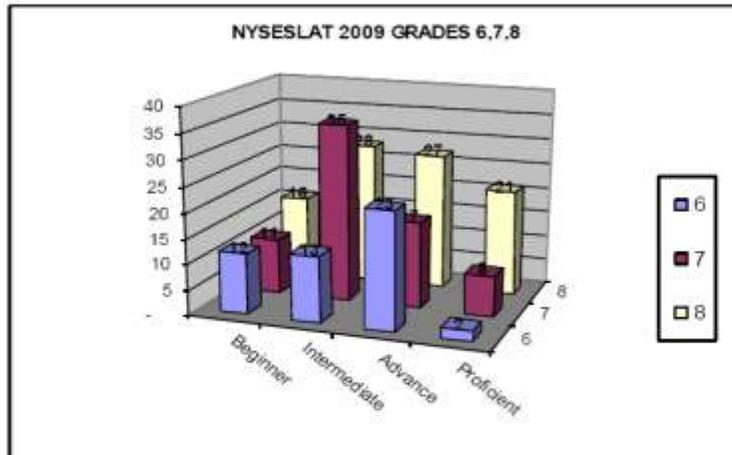
### ELL with Special Needs

As indicated in the chart, 10%, (21 students) of our ELL population are Bilingual Special Education. Many of the students in this category were born in the United States and exposed to the English language from an early age. However, due to learning differences, they are not yet at the mastery level in English or their first language. In this case, we plan to use the 75:25 English:Spanish model with additional support in ESOL and Native Language Arts during after-school hours.



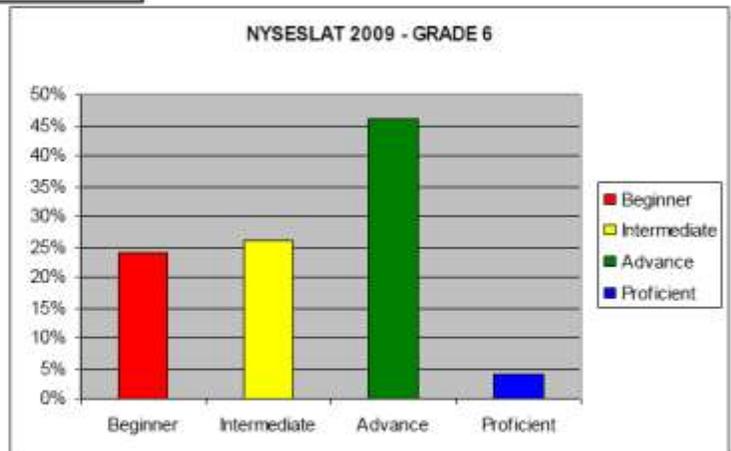
## Analysis of Student Results- NYSESLAT 2009

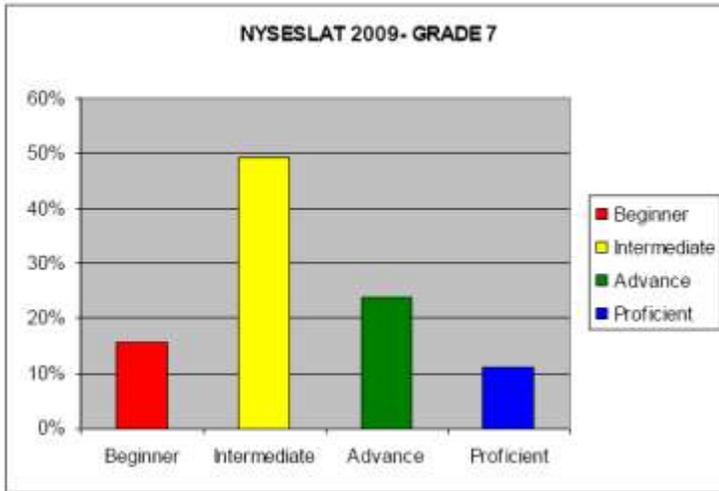
An analysis of grades 6, 7 and 8 showed that 8<sup>th</sup> grade represents the majority of beginner level students. At the intermediate level the majority is represented by the 7<sup>th</sup> grade. The 8<sup>th</sup> grade exceeds the 6<sup>th</sup> and 7<sup>th</sup> grade in both the advanced and proficient levels.



An analysis of the fifth grade (current grade 6) results of the ELL students eligible for the NYSESLAT 2009 showed that 23% of our students performed at beginners' level, 21% of the students performed at intermediate level and 56% of the population performed at advanced level.

Sixth grade (actual grade 7) results of the ELL students eligible for the NYSESLAT 2009 showed that 24% of our students performed at beginners' level, 26% of the students performed at intermediate level, 46% of the students performed at advanced level, and 4% of the population performed at the proficient level.

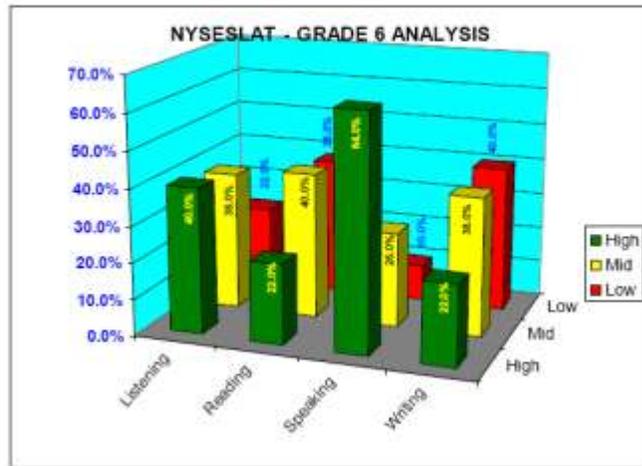




Seventh grade (current grade 8) results of the ELL students eligible for the NYSESLAT 2009 showed that 15% of our students performed at beginners' level, 49% of the students performed at the intermediate level, 24% of the students performed at advance, and 11% of the population

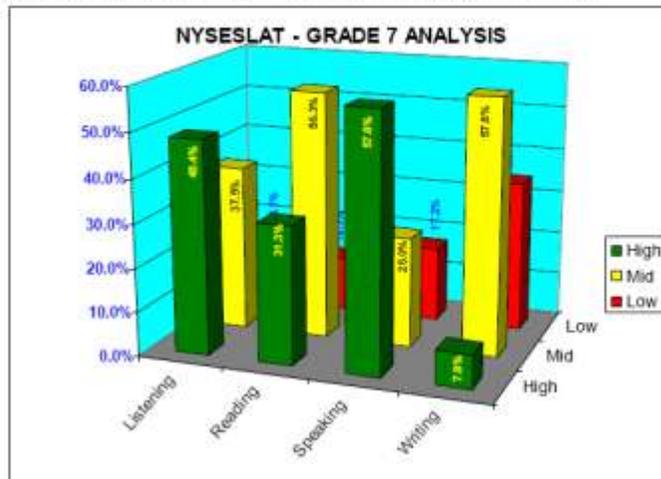
performed at the proficient level.

Based on our sixth grade itemized skills analysis shown below, our students' main area of challenge is writing. 22.0% of the tested students performed at significantly low levels. Our ELL's have trouble with vocabulary and structure. It is important to note that many of the students classified as Advanced on the NYSESLAT have mediocre writing scores even though they excelled in other areas. Indeed, if not for writing, many of our Advanced students would test out of their monolingual



groups. The other area of concern is reading. 22.0% of our students scored at a very low level with a single digit score. Reading comprehension seemed to be a challenge especially when students were asked to analyze long passages. For grade six students Speaking - followed by Listening - were the areas in which students showed better progress toward meeting their linguistic goals.

Seventh grade itemized skills analysis: Our students' main area of challenge is writing. 7.8% of the students scored at a very low level with a single digit score. Like our sixth graders, many of our seventh

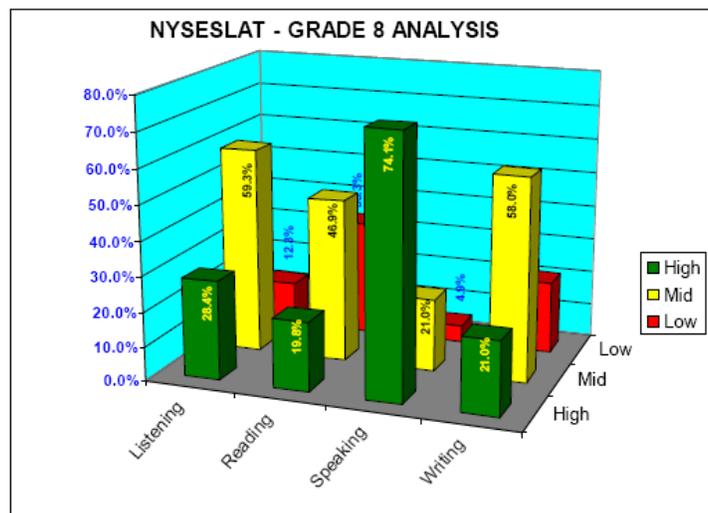


grade students classified as Advanced on the NYSESLAT have mediocre writing scores. And, as with the sixth graders, they would test out of their monolingual groups if not for their low writing scores.

The next area of concern is reading. 31.3% of the students performed at the beginner level. Reading comprehension also seems to be a challenge for the seventh grade - especially when the analysis of long passages is required. One factor contributing to this situation is that our ELL's have trouble with vocabulary and structure.

However, for grade seven students, Speaking seems to be the area in which students showed the most gains toward meeting their linguistic goals followed by Listening skills.

Eighth grade itemized skills analysis: Our students' main area of challenge is reading and writing. 19.8% of the students scored at a very low level with a single digit score in reading while 21.0% of our students scored at a very low level in writing. Like our sixth and seventh graders, many of our eighth grade students classified as Advanced on the NYSESLAT have mediocre



writing scores. And, as with the sixth and seventh graders, they would test out of their monolingual groups if not for their low writing scores.

In summary, the main areas of concern for our students is reading and writing as explained in each one of the categories. In addition, for some students speaking is also a problem; some students struggle with producing appropriate vocabulary and grammatical structures, while others are still in the pre-production stage. Listening is most students' strongest skill. This hierarchy of skills, with writing being the least developed and speaking the most, is a common one for Spanish-speaking ELL's.



## MIDDLE SCHOOL 328's Language Allocation Policy

### **LAP Team Members**

Jorge Estrella, Principal  
 Olga Quiles, Assistant Principal  
 Cristobal Mosquera, Parent Coordinator  
 Susanna Ramirez, Bilingual Coordinator  
 Maria Friedland, ESL Facilitator  
 Karen Martinez, Guidance Counselor  
 Parents- Maria Aurelio, Daniel Rodriguez

### **ELL Demographics**

<b>Grade</b>	<b>ELL</b>	<b>Former ELL</b>	<b>Long Term ELL</b>
6	48	25	7
7	52	29	17
8	67	40	25
<b>Total</b>	<b>167</b>	<b>94</b>	<b>49</b>

We have 80 ELL students in the sixth grade including a self-contained 12:1:1 bilingual special education class and a dual language class. In the 7<sup>th</sup> grade we have 98 ELL students including a self-contained 12:1:1 bilingual special education class and a dual language class. In the 8<sup>th</sup> grade we have 132 ELL students including a dual language class and a 12:1 bilingual special education class.

### **DEMOGRAPHIC INFORMATION**

<b><i>Demographic Information</i></b>	<b>Percent/Number</b>
<b>Enrollment (total number of students served)</b>	<b>310</b>
<b>Student Stability (% of enrollment)</b>	<b>60%</b>
<b>Attendance Rate (% of days students attended)</b>	<b>92.5%</b>
<b>Percent of economically disadvantaged/ low-income students (eligible for free lunch)</b>	<b>94.8%</b>
<b>Number of general education students</b>	<b>125</b>
<b>Total number of students with disabilities (receiving IEP-mandated services)</b>	<b>71</b>
<b>Percent of recent immigrants</b>	<b>19%</b>
<b>Number of English language learners (ELL)/ limited English proficient (LEP)</b>	<b>310</b>
<b>Number of bilingual classes</b>	<b>6</b>
<b>Total number of students receiving ESL services</b>	<b>310</b>
<b>Ethnic and gender data (% of enrollment):</b>	
<b>White:</b>	<b>0</b>
<b>Black:</b>	<b>14</b>
<b>Hispanic:</b>	<b>85</b>



**Parent Program Choice**

Admission process of newly enrolled ELLs

Administer the HLIS, to inform parents of their child's eligibility for ELL services. School pedagogue (Principal, AP, or teacher) holds an interview with parent and child once the option has been reached.

Lab-R is administered to the student based on the HLIS.

The Pedagogue who is responsible for conducting the initial screening and administering the HLIS and the LAB-R is Marcelina Camacho, Certified ESL Teacher. Said Teacher speaks Spanish and English.

The DVD is shown to parents on all three programs.

A letter is sent home inviting parents to view the video.

Parents come to the school and sign-in. Parents view the video.

Parent completes the survey and selection letter in their native language.

Information is provided on the different ELL programs that are available at M.S. 328. The Form is then stored in a binder entitled "HLIS Student Forms" in the Parent Coordinators office.

Parents visit different classes to observe the setting of the class that will address the needs of the child. Child is placed in a program based on parents' choice.

Parent Coordinator and school staff keeps permanent communication with parents to inform of school activities and child progress.

**Enrollment Trends**

The majority of the parents of our newly arrived students choose the bilingual transitional program. This has been the pattern at our school for the last four year.

**Criteria for inviting students:** MS 328 is located in the heart of a multicultural community and one of the most densely populated neighborhoods in the country. In Washington Heights most of the students could benefit from a Two-Way Bilingual Program. However, our priority is to serve LEP and EP students who were enrolled in bilingual programs since elementary school. Our goal is to provide these students with further linguistic, academic and cultural knowledge in both languages, English and Spanish.

**Parent Notification of Enrollment Requirements:** MS 328 strongly believes that parental involvement is a key component in the students' success. With this belief in mind, we send a notification letter to all of the parents of LEP and EP students who are enrolled in the Two-Way Bilingual Program at the beginning of each school year. In the letter which is written in both English and Spanish, they are invited to either learn or share their experiences from the Two-Way Bilingual Program. In addition, the letter informs the parents that they are the ones who decide exactly which program is best for their children.

Manhattan Middle School for Scientific Inquiry firmly believes that the pro-active involvement of a student's family is key to that student's scholastic success. In particular, parental involvement is a critical component in enabling a child to succeed in school. Consequently the highest of priorities is placed on enabling our students' parents and family involvement in the educational process. Manhattan Middle School for Scientific Inquiry is dedicated to empowering families, promoting cultural awareness, and embracing the circumstances of its family's lives. Manhattan Middle School for Scientific Inquiry will accomplish this through a number of specific instruments.

### **Overview**

At M.S. 328, we offer parents and students the following models:

- Bilingual Transitional (Beginners) 40 % English – 60% Spanish
- Bilingual Transitional (Intermediate) 50 % English – 50% Spanish
- Bilingual Transitional (Advanced) 75 % English – 25% Spanish
- ESL
- Bilingual Special Education (As per IEP and language needs)
- Dual Language 50% in English and 50% in Spanish

### **Transitional Bilingual Program ( Beginners and Intermediate):**

- In the transitional bilingual program, MS 328 has projected 90 students.
- The NYSESLAT and/or the LAB-R scores will be used as an indicator to place students in terms of their proficiency level in English. This information will determine in which class students will be placed. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.
- We project to implement research-based the Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Native Language Arts, their native language.
- In addition all transitional bilingual education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

### **ESL Program:**

#### **Students whose parents opted for ESL receive the following services:**

- In our ESL program, MS 328 has projected 20 students.
- Pull-out ESL services for beginning level students (out of classroom/small groups)

- Push-in services for intermediate and advanced level students (collaborative teaching)
- Students will be organized in classes by levels determined by the LAB-R and/or NYSESLAT results. Beginning and intermediate students receive 2 units or 360 minutes of ESL/week and advance level students receive 1 unit or 180 minutes of ESL/week (consistent with CR Part 154 units of ESL requirements.)
- ESL instruction is aligned to The NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- Classroom teachers will use ESL strategies to deliver academic content area instruction and provides additional support for students.

### **Bilingual Special Education Program**

- In the bilingual special education program, MS 328 has projected 36 students.
- The IEP will be used as an indicator to place students in terms of their learning capabilities and English abilities. Differentiated instruction as per needs of each individual or groups will be based on student's English and native language proficiency and academic achievement.
- ESL and Native Language Arts programs will accommodate strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy/Mathematics and is in alignment with the NYC and NYS Native Language Arts, English as a Second Language Standards, and the National Council of Teachers of Mathematics Standards. To support this implementation, the school will have ESL, Spanish, Bilingual Special Education, Bilingual Math and Bilingual Science teachers as well as a bilingual guidance counselor.
- In addition all above mentioned strategies, bilingual special education students will participate in the Accelerated Reader and Accelerated Math Programs in English and Spanish.

### **Dual Language Program:**

- In the Dual Language program, MS 328 has projected 81 students.
- In September 2008-09 Middle School 328 will have three Dual Language classes. One for the sixth grade, one for the seventh grade and one for eighth grade who are bilingual (Spanish/English.)
- Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need of continuity of the program as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. Furthermore, a bilingual math teacher will support mathematics instruction.
- In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to the Dual Language students.
- Also, Middle School 328 offers after school programs and Saturday Academy in which language needs are addressed as part of its design.

- In order to accommodate their needs, their instructional program has been designed in terms of the following language allocation: 50% English - 50% Spanish. The Language Allocation program for Dual Language has been designed to serve students on a weekly basis

Flexible grouping based on continuous assessment is at the heart of these approaches. Each student will have a standards-based ESL portfolio which will reflect his or her progress in using English throughout the year and help us make necessary adjustments to the LAP. We will also draw upon WRAP and NYSESLAT assessments, running records, and item analyses in placing students and moving them to more advanced groups. In the school year 2008-2009 we expect to have at least 10% of our students moving to monolingual classes.

Our school is presently staffed with certified teachers who are experienced in utilizing the balanced literacy and workshop models, are experts in their subject areas, and are computer literate. During our summer institute, we developed and designed the necessary plans to help teachers augment their skills so that they will all begin using ESL teaching strategies within all content area lessons to meet the individual needs of our ELL children.

We believe in integrating language-support activities into all aspects of our school, and therefore, all of the school personnel will be trained in ESL methodologies. Content-area teachers will be certified in Bilingual or ESL Education in addition to their subject area certifications. Teachers also participated in a ten-hour ESL workshop at the beginning of the school year and will receive ongoing professional development in multicultural education, parental involvement strategies, and other areas relevant to the success of English Language Learners.

### **Spanish Language Arts**

Spanish Language Arts follows the workshop model and Communication Arts curriculum; for example, when monolingual students are writing feature articles in English, ELLs are doing the same in Spanish. All students in bilingual classes receive five periods of Spanish Language Arts per week.

### **SIFE**

In order to help our students further develop their English and math literacy skills, MS328 plans to continue offering direct instruction during the school day with the RIGOR program. We plan to maintain the after school program with hands-on, interactive technological solutions such as Destination and Achieve3000. In addition, we aim to continue offering teaching, learning and extracurricular activities provided by companies such as Repertorio Espanol and Theater Works USA.

The RIGOR program will be given in both English and Spanish during a tutorial session to our 38 SIFE students. Classes will have the duration of a 45 minute lesson and will take place during the school day. There will be four teachers, two in English and two in Spanish. They will work with groups of 10 students. With its five sequential steps, the RIGOR program will target literacy components such as semantic, phonemic and phonological awareness and vocabulary study. It will help advance our SIFE students from English pre-literacy to literacy level in a more effective and connected manner. As a web-based solution, Achieve3000 was very successful among our SIFE/LTE students last year. With its five step web-based approach, our SIFE/LTE students had an opportunity to not only advance their literacy skills, but also to be immersed in the twenty first century technological world. The program will continue to meet after school two times a week from 3:00PM to 4:30PM. There will be a total of 6 groups with 15 students each. For math, the objective is to continue with our Destination Math after school program with some slight modifications. With a sequence of tutorials, the Solution targets basic math skills in the English language. It enables students to develop the skills necessary for learning the fundamental mathematical concepts which are crucial for problem solving skills in middle school and in life. MS 328 will be running its math program two times a week (Wednesday and Friday) from 3:00PM to 4:30PM and also on Saturdays, from 8:45AM to 10:45AM. There will be a total of six teachers and each teacher will work with groups of 15 students. Three of them will work during the weekdays and three others will work on Saturday. In summary, through the MS 328 SIFE Program, the students will not only be provided with high quality solutions and materials such as RIGOR, Achieve 3000 and Destination Math programs, but also be provided with a safe and enjoyable classroom environment and a team of highly qualified and well trained teachers. In addition to extended classroom instruction, the SIFE and LTE students will participate in a cultural exchange with English language learners from a variety of countries through video conference activities, playwriting and extracurricular instructional classes with Repertorio Espanol and Theater Works USA. They will also engage in field trips and out of school activities in order to expand their experiences beyond the local community. This will provide a rich source for English language acquisition.

## **Beginning ELLs**

Beginning English Language Learners, many of whom are new arrivals to the United States, receive instruction in Spanish for 60% of the time and in English for 40% of the time. All classes but ESL and electives are taught in Spanish. During the course of the year, we adjust this ratio. As students begin to reach Intermediate proficiency, their content-area learning incorporates more English by using differentiated instruction, project based learning activities as well as language development in the content area including word strategies. They also have the opportunity to participate in after-school English classes given by their teachers.

## **Intermediate ELLs**

In January, the Spanish-English ratio for former Beginning English learners changes to 50:50; they begin learning science in English. They continue to take Spanish Language Arts five times a week.

In March, the Spanish-English ratio changes again: students learn both Spanish and Science in English, so the ratio becomes 40% Spanish and 60% English. As students begin to reach advanced proficiency, their content-area learning incorporates more English by using the strategies outlined above. They also have the opportunity to participate in after-school English classes given by their teachers.

## **Advanced ELLs in Bilingual Classes**

Advanced English Language Learners have a 75:25 English:Spanish ratio. All of their content-area instruction is in English, and their Communication Arts classes follow city and regional curricular guidelines with some added language supports. To continue to support their native language development, MS 328 offers these students 160 minutes of after-school enrichment in Spanish.

## **ELLs in Monolingual Classes**

Because parents of students have the option of choosing bilingual or monolingual classes, this group of students is quite heterogeneous, ranging from students who read at a second grade level to those at a sixth grade level. Facility in listening and fluency in speaking English is what they have in common. All of our ELLs are clustered within one class; 100% of the lessons are in English. In order to provide support for the language needs of the students, they have an ESL teacher who co-teaches and collaborates with the subject area teacher.

We use differentiated instruction to address the language needs of these learners, as well as pull-out and push-in models, literacy classes, and content-area classes. Half of our teachers are familiar with students' first language and provide support as needed; ESL teachers provide English-language support. In addition to the regular instructional program, we also target our ELL population for Saturday Academy and after-school programs, in which we reinforce native and English-language skills.

### Dual Language

In September 2005 Middle School 328 began a Dual Language class for the first time. This is the 2005 class that graduated from Elementary School 28. Students in this class have been together since Kindergarten and 17 of them started grade 6 at Middle School 328.

Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need for program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish.

In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part the program's design.

#### Beginners (60% NL & 40% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	NL	360	
Science	45	4	NL	180	
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English		225

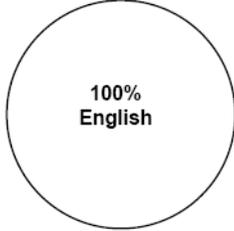
#### Intermediate (50% NL & 50% English)

SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	NL	360	
Science	45	4	English		180
Social Studies	45	4	NL	180	
Music, Gym, Technology	45	5	English		225

Advanced (25% NL & 75% ESL)					
SUBJECT	MINUTES	X PER WEEK	LANGUAGE	MIN. PER WEEK NL	MIN PER WEEK ENG
NL Reading Workshop	45	2	NL	90	
NL Writing Workshop	45	3	NL	135	
ESL Reading Workshop	45	4	English		180
ESL Writing Workshop	45	4	English		180
Mathematics Workshop	45	8	English		360
Science	45	4	English		180
Social Studies	45	4	English	180	
Music, Gym, Tutorials, Technology	45	5	English		225
Afterschool Enrichment	90	1	NL	90	

### Description of Language Allocation Policy at Middle School 328

Level	Beginning of School Year	End of School Year
<p><b>Beginners</b> Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching. In the 2<sup>nd</sup> phase, ESL teachers push-in in the content area.</p>		
<b>NLA</b>	NLA, Math, Sci, SS	NLA, Math, SS
<b>English</b>	ESL, Arts, Technology	ESL, Arts, Technology, Sci
<p><b>Intermediate</b> Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 50% and 50% in content area.. In the 2<sup>nd</sup> phase, ESL teachers push-in in the content area. 80% and 20% in ESL</p>		
<b>NLA</b>	NLA, Math, SS	NLA
<b>English</b>	ESL, Arts, Technology, Sci	ESL, Arts, Technology, Sci, Math, SS
<p><b>Advance</b> Bilingual teachers in all content areas. ESL classes with 2 teachers Push-in, Pull out, team teaching 20% and 80% in content area.. In the 2<sup>nd</sup> phase, ESL teachers</p>		

push-in in the content area. 80% and 20% in Communication Arts.		
<b>NLA</b>	<b>NLA,</b>	<b>NLA</b>
<b>English</b>	<b>ESL, Arts, Technology, Sci. Math, SS</b>	<b>All in English</b>
<b>ESL</b> All classes will be in English. ELL students will receive ESL services in the content area as per their level of proficiency.		
<b>English</b>	<b>All Content Areas</b>	

### Dual Language

Subjects/Activities	Total Weekly Periods	English	Spanish
<b>Literacy/ NLA-Spanish</b>	12	60%	40%
<b>Math</b>	8	100%	
<b>Science</b>	5	50%	50%
<b>Social Studies</b>	4	50%	50%
<b>Art</b>	1		100%
<b>Tech</b>	1	50%	50%
<b>Advance Spanish (elective)</b>	4		100%
<b>Journalism (elective)</b>	2	50%	50%
<b>Media Literacy (elective)</b>	2	50%	50%
<b>After School Activities</b>	10 Hours a week	40%	60%
<b>Mathematics</b>			
<b>Language Arts</b>			
<b>Music</b>			
<b>Sports</b>			
<b>Saturday Academy</b>	4 Hours every Saturday		
<b>Mathematics</b>			
<b>Language Arts (English and Spanish)</b>			

#### Sample of ELL Students' Schedule - Advanced Class

Official Class	621
Teacher	Guilamo
Room	121

MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY  
MS 328

DAYS	1	2	3	4	5	6	7	8
MONDAY	SS	MATH	MATH	GYM B	Lunch	SPAN	ESL	ESL
	Camach	Guilam	Guilam	BOYS	0	Ramir	Camach	Camach
	121	121	121	331	0	105	105	105
TUESDAY	SS	SPAN	MATH	GYM B	Lunch	MUSIC	ESL	ESL
	Camach	Ramir	Guilam	GIRLS	0	Klapach	Camach	Camach
	105	105	121	331	0	105	105	105
WEDNESDAY	SCI	SCI	SPAN	ESL	Lunch	MATH	MATH	GYM B
	Tapia	Tapia	Ramir	Camach	0	Guilam	Guilam	BOYS
	121	121	105	105	0	121	121	331
THURSDAY	SCI	SCI	ESL	SS	Lunch	GYM B	SPAN	MATH
	Tapia	Tapia	Camach	Camach	0	GIRLS	Ramir	Guilam
	121	121	105	105	0	331	121	121
FRIDAY	SS	SPAN	MATH	MATH	Lunch	ESL	ESL	SCI
	Camach	Ramir	Guilam	Guilam	0	Camach	Camach	Tapia
	105	105	121	121	0	105	105	121

### Reduced Class Size

We will continue supporting the language needs of the students by reducing class size as much as possible through creative programming. For example, since our inception, we were able to place all of our students in small enrichment classes based on their areas of need. Those classes had an average size of twelve students per group, which allowed teachers to provide personalized attention and feedback; helping children to excel in challenging academic subjects.

In addition, utilizing pull-out instructional models has enabled us to effectively reduce the size of content-area classes for ELLs in both bilingual and monolingual settings (Please see attached chart for more details).

### Teacher Qualifications

There are important qualifications which must be met by all individuals seeking to join the staff of MS 328. Our staff must adhere to the following: committed to the school mission and learning goals; reflect the diversity of both the student population and the community; possess a broad range of academic and administrative experience; be dedicated; understand and support the school's goals; possess bilingual skills and seek to promote bi-literacy in all students; and be passionate about the process of educating children. At the same time complying with all federal guidelines pertaining to teacher qualifications as mandated by the No Child Left Behind Act. This assures that all core area subject teachers will be fully certified in their assigned instructional areas.

MS328	Bilingual Certified Teacher	ESL Certified Teacher
Allia		X
Tapia	X	
De La Rosa	X	
Ramirez	X	
Friedland		X
Lopez	X	
Guilamo	X	
Camacho		X
Diaz	X	
Baccouche	X	
Wagdault	X	
Charles		X

All ELL students have bilingual / ESL teachers in the content areas. Those teachers, like all teachers at MS 328, follow the workshop model. For ELLs, this means a consistent and predictable classroom structure and the chance to learn in an environment that is calibrated to their needs. Content area classes in Spanish have the same curriculum as those in English, which allows ELLs to access the same level of rigor as their counterparts in monolingual classes.

### **Art**

Through Project Arts, we integrate the visual arts and music into education, providing students with the opportunity to improve their language skills in an authentic and engaging setting.

### **Technology**

In addition, all bilingual students have access to technology to enhance their learning in all the content areas. Already, students have learned how to use computers for research and writing, and have interacted with English instructional materials via the World Wide Web. We are also providing students with adaptive software and electronic dictionaries.

### **Instructional Programs**

The Manhattan Middle School for Scientific Inquiry, MS 328, offers a rich educational environment that strives to prepare middle school students to become lifelong learners and engaged members of society. A fundamental part of our school teaching philosophy includes high expectations for all students. With a population of about 60% ELL Spanish speaking students from which 25% are either SIFE or LTE students, it is our responsibility to provide a high quality standard-based education. In order to successfully achieve this goal, we have taken a variety of initiatives to accelerate language and academic learning for our ELL community, in particular, the SIFE and LTE students. These include programs such as the Accelerated Reader, ExC-ELL, and Great LEAPS. By



implementing these programs during the past three years, we have targeted and addressed the needs of our students by providing them with differentiated academic and linguistic instruction. The ExC-ELL Pilot Program has been our best resource in properly serving our SIFE and LTE students. ExC-ELL focuses on reading strategies, vocabulary study and assessment data. This program has shown impressive results in progressing beginning and fossilized ELL students to an intermediate level of academic language acquisition. Also, during regular class instruction, as well as in our Saturday Academy and the after-school program, we will target students' English language development with *ELLIS for Kids*, a computer-assisted ESL intervention program that is based upon research on the importance of creating relevant, accountable, and culturally appropriate language learning experiences for Ells. ELLIS helps students improve their writing, speaking, listening and reading skills, combining audio, video, voice recording, and native language instruction to create an engaging and results-driven environment. By providing rich, varied representation of content, the program provides "comprehensible inputs" that have been proven to impact positively on school success.

### **Native Language Arts**

The Native Language Arts program accommodates strategies for improving instruction and student performance using the components of the Comprehensive Approach to Balanced Literacy. To support this implementation, the school will have a part time bilingual professional developer, and Spanish Language Arts teachers. We will be implementing a research-based Transitional Bilingual Education (TBE) Program as delineated by the New York City Department of Education. In this TBE program, students will receive academic instruction in both English and Spanish, their native language. According to the city and state guidelines, student with a beginner level of English proficiency will spend 40% of their time in English language development and 60% of their time they will receive instruction in the native language. English language development is supported through ESL or English Language Arts, as well as participation in English enrichment classes such as Art, Music, Computer Lab and Physical Education. Any content area instruction in English utilizes ESL methodologies and other supports.

In order to help students meet and exceed City and State performance standards, administrators, teachers, students, and parents will be involved in data-driven approach. On going assessment will be both formal and informal. We will use a variety of data such as item analysis, rubrics, portfolio assessments, and standardized test results. Also, cultural awareness will be part of instruction giving students access to community and educational trips. From the analysis of this data, teachers will have the opportunity to review their teaching practices and make the necessary decisions to address students' needs.

## Resources & Support

**MAPPs: (Math and Parents Partnership)** The Math and Parents Partnership (MAPP) software education program will serve parents and students to develop and enhance their mathematical concepts and understanding. This program will also be part of the Parent Family Literacy Program. This math program provides on going assessment tools on parents and student's progress. In addition, this program will help parents tremendously for preparing for GED. This program provided instruction in English and Spanish for LEP and ELL students.

**ExC-ELL:** The Expediting Comprehension for English Language Learners software provides literacy instruction for parents and students in English and Spanish. Families and students develop their word knowledge, basic reading skills (fluency), comprehension of classroom texts, discussion skills, grammatical knowledge, spelling and writing skills. This program will be part of the Parent Literacy Program. Overall, this program will enrich families and students literacy skills as it offers many approaches to reading in content areas by applying Bloom's taxonomy of cognitive processes. This program engages students with text as instructions are given step-by-step providing on going assessment of parents and students progress.

**Ellis:** MS.328 will adopt widespread use of Ellis Academic 3.0, which combines audio and video, role-playing, and native-language support to teach a variety of English proficiency levels. Ellis will be made available via the CFRC and will also be available, and staff and volunteers will be trained on how best to use and monitor use of the program. Ellis is scientifically based with a record of results, and should help encourage and reward parental involvement

**Saturday Academy:** Saturday academy will help serve parents who have a hectic schedule and can only attend Saturday's GED program. The CFRC will be a learning place for parents and students who will have access to MAPP, ExC-ELL, Accelerated Reader and Ellis. Parents and students will be trained on how to use these various software applications and academic progress.

**Parent Advisory Committee (PAC):** MS 328 will also establish a Parental Advisory Committee which will be tasked with meeting monthly to discuss issues regarding student progress and school affairs. The scheduling of PAC meetings will be conducted in such a manner as to be sensitive to the difficult schedules of Manhattan Middle School for Scientific Inquiry's parents. The PAC will be responsible for advising Manhattan Middle School for Scientific Inquiry regarding the overall educational experience and for acting as a channel between administration staff and the parent community.

**Newsletter:** The School's Newsletter will serve as a communication tool for parents, teachers and students. This will work to promote awareness among families of the available services of the CFRC and facilitate the use of those services. Parents and students will be encouraged to participate in the writing of the newsletter. Families must be aware of offerings if they are to be utilized.

### **Staff Development**

Middle School 328 provides ESL strategies professional development sessions to the entire faculty during our Summer Institute, Professional Development days, Faculty Conferences, weekly grade and subject area meetings. This year we provided training to the entire staff in the use of ExC-ELL practices, Achieve 3000, Multicultural Awareness, and Literacy Circles. In addition, special

education teachers and paraprofessionals have received training in Rigor and Wilson. The accumulated amount of professional development in Bilingual practices exceeds the mandated 7.5 hours.

**Professional Development Plan:** Manhattan Middle School for Scientific Inquiry demands that its staff serve as quality role models for the student body. MS 328 requires that each staff member submit a professional development plan on a 1-year and 3-year basis. These plans will be developed in collaboration with the curriculum director and principal.

**Technology Training:** Teachers of Manhattan Middle School for Scientific Inquiry will need ongoing training on how to use MAPP, ExC-ELL, Ellis and Accelerated Reader. In addition, teachers effectively need to learn how to track students academic progress. The training will include: how to use technology for individualized instruction and assessment and how to use reports for intervention and program monitoring; how to use curriculum content to address specific state standards.

**ELA Organizations:** MS 328 will be an affiliate of the National Council of La Raza (NCLR). As such, MS 328 will have access to all the professional development workshops offered by NCLR. Additionally, affiliations with the National Association of Bilingual Educators (NABE) and the National Clearinghouse for English Language Learners (NCELA) will afford the staff's access to myriad other resources for professional development. Both of these organizations also sponsor nation-level conferences for bilingual educational staff. The Center for Student Support Services (CSSS) is also available as a resource.

**University Partnerships:** Manhattan Middle School for Scientific Inquiry maintains a relationship with Columbia University, City College of New York, Lehman College of New York, and a variety of other post-secondary institutions which offer graduate level programs in bilingual education. This will significantly enhance the professional development opportunities available to our staff. Furthermore, MS 328 will have the capability to serve as a "real-world" resource for those institutions of higher learning.

**Goals and Objective for Staff Development**

<p><b>Goal:</b> Provide intensive, sustained, professional development</p>	<p><b>Objective: 1</b> Conduct on site training sessions for all participating instructional staff on how to use the teaching system</p>	<p><b>Objective: 2</b> Conduct on site training sessions for all participating instructional staff on accepting student reports</p>	<p><b>Objective: 3</b> Conduct on site training sessions for all participating instructional staff on how to use MAPP, ExC-ELL, Ellis, AR</p>	<p><b>Objective: 4</b> Conduct on site training sessions for all participating instructional staff on how to use new educational software learned from workshops attended</p>
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**MS 328 Data Inquiry Team**

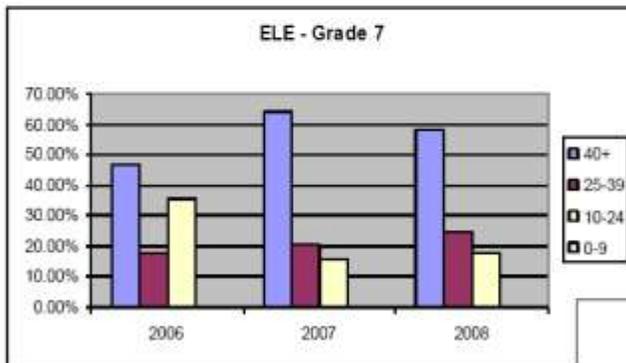
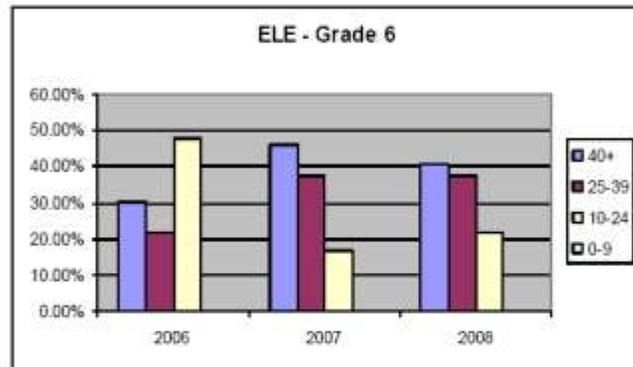
The data inquiry team, established this past year, has set upon the task of developing a school culture that generates, analyzes and uses data to better inform our pedagogical practices at MS328. This has been a multifold process that incorporates every aspect of our school's operation. In addition to tracking our schools' performance on standardized tests, predictives and ITA's, we have begun to analyze our students performance in the classroom, to implement strategies that we feel will assist their academic performance, and to construct a school culture in which teachers collaborate

on ways to achieve best practices in our target areas. We also have looked at infrastructural issues that both assist and inhibit our ability to maximize the effects of our strategies. A review of our data shows that our students performed as follows on the NYS ELA Examination:

Grade	Level 1	Level 2	Level 3
6	11	26	6
7	15	40	3
8	7	58	9

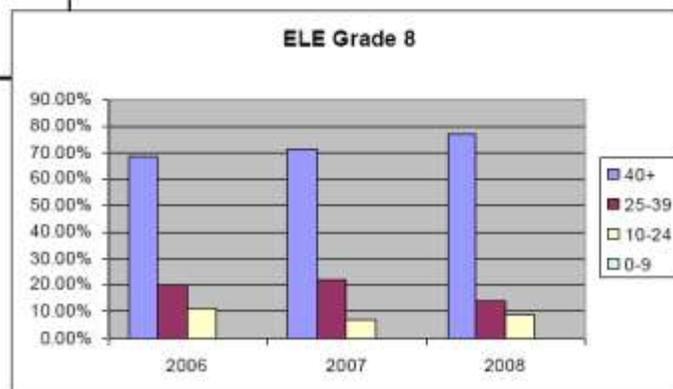
### EXAMEN DE LECTURA EN ESPAÑOL - ELE

In analyzing our ELE scores, it is evident that our incoming six graders made a significant change from 2006 to 2008. Students scoring in the 10-24 range reduced dramatically. The same holds true for the seventh and eighth grade. There has also been a steady increase in our students scoring in the 40+ range across the grades.

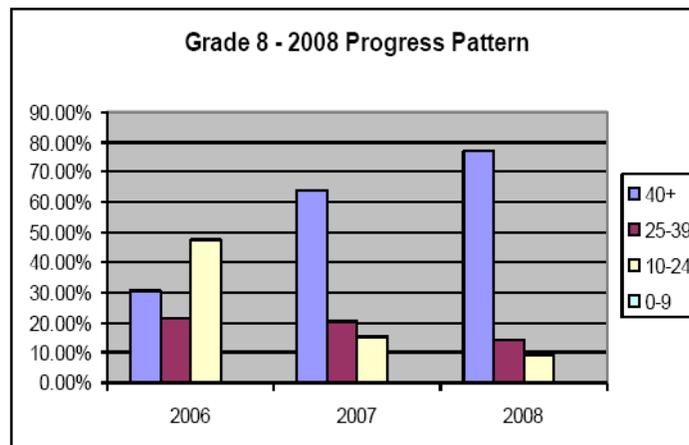


Our seventh grade students' scores in the range of 25-39 for the years 2006 to 2008 shows an increase. Also, we notice a significant decrease in our seventh graders scoring in the 10-24 range.

Our eighth grade students' data demonstrates an increased pattern in the range of 40+. Also, in analyzing the 2006 and 2008 data, we notice a reduction in our students scoring in the 10-24 range.



In analyzing our eighth grade data throughout the years 2006-2008, it is clear that our students, once they reach the eighth grade, have made significant gains on the ELE test. The percentage of our students scoring in the 40 + range rose significantly, while student scoring in the 10-24 dropped significantly. This data clearly suggests that our students are making positive gains.



### **Targeting our ELL students**

**Instructional Faculty:** The responsibility for overseeing specific subject and instructional areas will fall to Manhattan Middle School for Scientific Inquiry faculty assigned to those areas. Teachers will work cooperatively with qualified educational field experts to develop curriculum, instructional plans, and lesson content which supports the stated our mission. Faculty will supervise the daily conduct of their assigned classrooms and students. Additionally, faculty and staff will actively participate in a peer evaluation process, mentoring programs, individual professional development programs, and the ongoing Manhattan Middle School for Scientific Inquiry educational assessment processes.

**Qualifications of School Staff:** There are important qualifications which must be met by all individuals seeking to join the staff of MS 328. Our staff must adhere to the following: committed to the school mission and learning goals; reflect the diversity of both the student population and the community; possess a broad range of academic and administrative experience; be dedicated; understand and support the school's goals; possess bilingual skills and seek to promote bi-literacy in all students; and be passionate about the process of educating children. At the same time complying with all federal guidelines pertaining to teacher qualifications as mandated by the No Child Left Behind Act. This assures that all core area subject teachers will be fully certified in their assigned instructional areas.

**Program Evaluation, Assess Program, and Skills:** Bilingual reading, writing, and speaking will occur throughout the curriculum of Manhattan Middle School for Scientific Inquiry. Best practices, as supported by research, will be employed by faculty to develop competent bilingual readers and communicators. Students will be tested in their language skill mastery through presentations, portfolios, and academic performance.

**Two Way Bilingual Immersion:** Manhattan Middle School for Scientific Inquiry employs a curriculum that is taught 50% in Spanish and 50% in English, thereby establishing a comprehensive dual language program in which each component reinforces the other.

Thus, students will be able to develop a comprehensive bilingual vocabulary. Furthermore, students will be able to choose among a variety of elective courses tailored to specific interests.

MS 328 strives to provide students with a content-rich and educationally relevant environment. Additionally, we seek to make educational content personally relevant to the lives of our student by relating lessons learned in the classroom to the realities of our student's daily lives and building bridges to the community which surrounds MS 328.

**Assessment:** Manhattan Middle School for Scientific Inquiry is determined to make an ongoing process of effective critical assessment part of the school's educational culture. This ongoing assessment process will aid the achievement of Manhattan Middle School for Scientific Inquiry's stated goals of producing capable, life-long learners who are effective communicators and have the potential to become leaders in their community.

Expectations for achievement will be based on the students' needs, learning standards and stake holders' expectations. Furthermore, the faculty and staff will be responsible for ensuring that the assessment process is continuous and comprehensive. While standards will be largely predetermined, it is expected that the faculty will play a critical role in the development of assessment rubrics pertaining to their own classrooms or area of expertise.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-8 LANGUAGE ALLOCATION POLICY  
WORKSHEET**

**DIRECTIONS:** This worksheet assists school staff with creating and writing a school's language allocation policy (LAP), which must be written in narrative form. This document is not the LAP, but rather a worksheet to help LAP developers compile and analyze data necessary for the LAP. Additionally, upon completion of the worksheet, LAP team members should sign and certify that the information provided on the LAP is accurate. Please attach this worksheet to the LAP narrative as an appendix. Agendas and minutes of LAP meetings should be kept readily available on file in the school.

**I. Language Allocation Policy Team Composition**

CEI-PEA				Manhattan Middle School for Scientific Inquiry - MS 328			
SSO/District		School					
Jorge A. Estrella		Olga Quiles		Cristobal Mosquera			
Principal		Assistant Principal Of		Parent Coordinator		Parent	
Susana Ramirez		Maria Friedland		Marcelina Camacho			
Coach		Coach		Teacher/Subject Area		Teacher/Subject Area	
Robert Allia		Natividad Villanueva		Grisell Pizarro			
Teacher/Subject Area		Guidance Counselor		Related Service Provider		Other (SAF)	

**II. Teacher Qualifications (Please provide copies of all staff members' certifications referred to in this section)**

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	9	Number of Certified NLA/FL Teachers	2
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/NLA Certification	

**III. ELL Demographics**

Total Number of Students in School	457	Total Number of ELLs	310	ELLs as Share of Total Student Population (%)	67.5%
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

	K	1	2	3	4	5	6	7	8	Total
TBE (60%:40% 3 50%:50% 3 75%:25%)							1	1	2	
Dual Language (50%:50%)							1	1	1	
Freestanding ESL							1	1	1	
Self-Contained										
Push-In										
<b>Total</b>										

Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).

Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	12	3	0	4	20	5	12	10
	20		16		42		62	
	TBE		Dual Language		ESL*		Total	
ELLs (3 years or less)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	24	0	0	0	0	0	24	0
ELLs (4-6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	10	0	0	0	0	0	10	0
Long-Term ELLs (more than 6 years)	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	1	0	2	0	0	0	1	0
<b>Total</b>	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.	SIFE	SP. ED.
	35	0	2	0	0	0	35	0
	35		2		0		35	

\*FOR BILINGUAL SPECIAL ED ONLY - Please indicate the total number of ELLs in Alternate Placement: BBBB

NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP TRANSITIONAL BILINGUAL EDUCATION																				
	K	1	2	3	4	5	6	7	8	TOTAL										
Spanish							80	98	132	310										
Chinese																				
Russian																				
Bengali																				
Urdu																				
Arabic																				
Haitian Creole																				
French																				
Korean																				
Punjabi																				
Polish																				
Albanian																				
Other																				
TOTAL																				
NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP DUAL LANGUAGE (ELLs/EPs)																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish													26	29			30			85
Chinese																				
Russian																				
Korean																				
Haitian Creole																				
Other																				
TOTAL																				
NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP FREESTANDING ENGLISH AS A SECOND LANGUAGE																				
	K	1	2	3	4	5	6	7	8	TOTAL										
Spanish							4	7	12	23										
Chinese																				
Russian																				
Bengali																				
Urdu																				
Arabic																				
Haitian Creole																				
French																				
Korean																				
Punjabi																				
Polish																				
Albanian																				
Other																				
TOTAL																				
GRAND TOTAL FOR ALL PROGRAMS																				
This Section for Dual Language Programs Only																				
Number of Bilingual students (students fluent in both languages): 114						Number of third language speakers: 2														
Ethnic breakdown of EPs (Number)																				

African-American: \_\_\_\_\_ Asian: \_\_\_\_\_ Hispanic/Latino:   X    
 Native American: \_\_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_\_ Other: \_\_\_\_\_

**IV. Parent Program Choice: Review the Parent Surveys and Program Selection forms and answer the following questions in your LAP narrative or on a separate page (for General Education students only)**

1. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. Describe how your school ensures that all Program Selection Forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
3. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
4. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**V. Assessment Analysis**

**PART A: COMPILER LAB-R AND/OR NYSESAT RESULTS (USING THE RLAT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION. COPY AS NEEDED FOR EACH PROGRAM MODEL.**

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner (B)							13	12	15	40
Intermediate (I)							10	15	37	62
Advanced (A)							25	30	17	72
Total Tested										174

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES (REFER TO OBTAINING LAB-R AND NYSESAT DATA FROM ATS) AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat>) ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

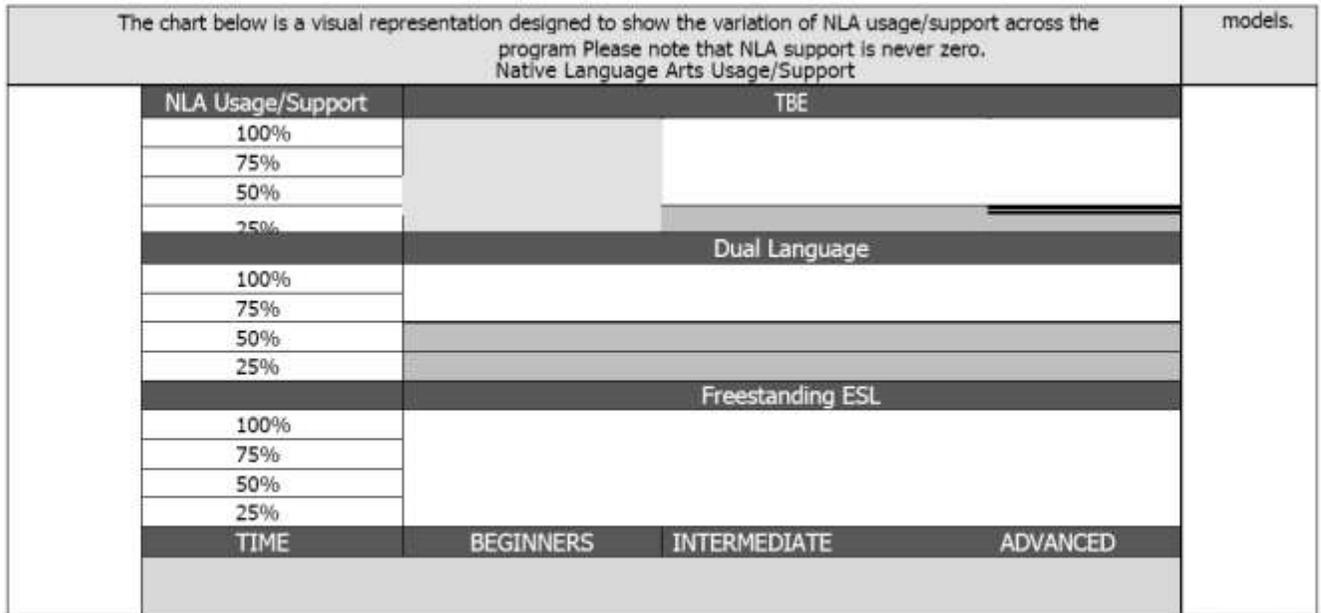
	K	1	2	3	4	5	6	7	8	
<b>LISTENING</b>										
B							12	9	16	
I							13	35	28	
A							27	16	20	
<b>SPEAKING</b>										
B							12	9	16	
I							13	35	28	
A							27	16	20	
<b>READING</b>										
B							3	2	9	
I							8	11	9	
A							26	32	17	
<b>WRITING</b>										
B							3	2	9	
I							8	11	9	
A							26	32	17	

**PART B: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL IN YOUR SCHOOL.**

1. What is revealed by the data patterns across proficiency levels and grades?
2. How will patterns across the four modalities—listening, speaking, reading, and writing—affect instructional decisions?

PART C: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. FILL IN THE NUMBER OF ELLS TAKING THE ASSESSMENTS IN ENGLISH AND/OR THE NATIVE LANGUAGE IN EACH PROGRAM MODEL (COPY AS NEEDED)													
Test	Grade	Level I		Level II		Level III		Level IV		Total			
		English	NL	English	NL	English	NL	English	NL	English	NL		
<b>ENGLISH</b>													
English Language Arts (ELA)	3												
	4												
	5												
	6	3		14		13		1					
	7	1		29		13		0					
	8	1		39		17		0					
NYSAA ELA	Bil. Sp. Ed.												
<b>MATH</b>													
NY State Math	3												
	4												
	5												
	6	6	10	20	3								
	7	7	30	13	1								
	8	1	12	45	5								
NYSAA	Bil. Sp. Ed.												
<b>SCIENCE</b>													
NYS Assmt.	4	34	32	12	0								
	8												
NYSAA	Sp. Ed.												
<b>SOCIAL STUDIES</b>													
NYS Assmt.	5	32	48	0	0								
	8												
NYSAA	Sp. Ed.												
<b>OTHER ASSESSMENTS</b>													
		Level I		Level II		Level III		Level IV		Level V		Level VI	
ECLAS 2	K												
	4												
	2												
	3												
EISOL	K												
	4												
	2												
	3												
	Percent of ELLs Passing Test (based on number of ELLs tested)			(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)			Percent of ELLs Passing Test (based on number of ELLs tested)			(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)			
ELE (Spanish Reading Test)							Chinese Reading Test						

<b>PART D: AFTER A REVIEW OF THE ASSESSMENT DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL.</b>			
1. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?			
2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.			
3. What is the school learning about ELLs from the Interim Assessments? How is the Native Language used?			
4. For Dual Language programs only: a) How are the English Proficient students (EPs) assessed in the second (target) language? b) What is the level of language proficiency in the second (target) language for EPs? c) How are EPs performing on State and City Assessments?			
<b>VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the following CR Part 154 instructional unit requirements for ELLs, grades K-8</b>			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	1 80 minutes per week
ELA instruction for all ELLs as required under CR Part 154			1 80 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily
Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).			
1. How is instruction delivered? a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])? c. What instructional approaches and methods are used to make content comprehensible and enrich language development?			
2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in VI above)? a. How is explicit ESL instruction delivered in each program model to comply with mandates? b. How is explicit ELA instruction delivered in each program model to comply with mandates? c. How is explicit NLA instruction delivered in each program model to comply with mandates? d. How are the content areas delivered in each program model?			
3. How do you differentiate instruction for ELL subgroups? a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for Long-Term ELLs (in NYC schools six years or more). d. Describe your plan for ELLs identified as having special needs.			
4. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas.			
5. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.			
6. For Dual Language programs only: a. How much time (%) is the target language used for EPs and ELLs in each grade? b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? c. How is language separated for instruction (time, subject, teacher, theme)? d. What Dual Language model is used (side-by-side, self-contained, other)? e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?			
<b>VII. Resources and Support (Include in LAP narrative)</b>			
1. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?			
2. Ongoing Professional Development a. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) b. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.			
3. How is native language support delivered in each program model?			
4. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?			



models.

VIII. Program Descriptions (Include in LAP narrative): Using the information compiled in this worksheet, describe in narrative program model available in your school and the language allocation plan for each.

form each

IX. Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

staff.

Name (PRINT)	Title	Signature	Date
Olga Quiles	Assistant Principal		
Cristobal Mosquera	Parent Coordinator		
Maria Friedland	ESL Teacher		
Maria Aurelio	Parent		
Robert Allia	Teacher/Subject Area		
Marcelina Camacho	Teacher/Subject Area		
Susana Ramirez	Coach		
Natividad Villanueva	Guidance Counselor		

6

School Principal		Date	
ELL Compliance and Performance Specialist		Date	
Community Superintendent		Date	

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) 6,7,8 Number of Students to be Served: 310 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 9 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Dual Language Program:** In September 2005 Middle School 328 began a Dual Language class for the first time. This is the 2005 class that graduated from Elementary School 28. Students in this class have been together since Kindergarten and 17 of them started grade 6 at Middle School 328. Middle School 328 designed a comprehensive language allocation policy for the Dual Language class which addresses the need for program continuity as well as the academic needs of each student. Eighty percent of the teachers for this class are bilingual and speak Spanish. In addition to the core curriculum, Middle School 328 offers electives in Advanced Spanish, Journalism and Media Literacy. These electives will be open to Dual Language students. Also, Middle School 328 offers after-school programs and Saturday Academy in which language needs are addressed as part of the program's design.

**Dual Language**

Subjects/Activities	Total Weekly Periods	English	Spanish
Literacy/ NLA-Spanish	12	60%	40%
Math	8	100%	
Science	5	50%	50%
Social Studies	4	50%	50%
Art	1		100%
Tech	1	50%	50%
Advance Spanish (elective)	4		100%
Journalism (elective)	2	50%	50%
Media Literacy (elective)	2	50%	50%

Currently, we have 132 ELLs students in the eighth grade including a self-contained 12:1 bilingual special education class and a dual language class. In the 7<sup>th</sup> grade we have 98 ELLs students including a self-contained 12:1:1 bilingual special education class and a dual language class. In the 6<sup>th</sup> grade we have 80 ELL students including a dual language class and a 12:1 bilingual special education class. We have identified ELA, mathematics and ESL as areas in which our ELL students need more reinforcement. Therefore, we have chosen the following program:

**Instructional Program: Small Group Supplemental Instruction**

**After-School Program Description:** We have about 115 ELL students participating in our after-school program. ELL students are those who score beginner, intermediate, or advanced on the NYSESLAT. Students will be placed in differentiated grouping. We will have 5 certified bilingual teachers. In addition, we will target the students' English skills development; for this purpose, we will use **ELLIS**. We purchased this program with other funding, and feel it is

a good educational focus for supplemental instruction. *ELLIS for KIDS* (English Language Learning Instruction) is a technology-based ESL intervention program, which builds vocabulary and literacy. It combines audio, video, voice recording, and native language instruction to support and create an engaging, research-based environment for every level of English language acquisition. This program can be used to enhance second language acquisition. We are also implementing the ExC-Ell program which focuses on vocabulary development, Accelerated Reader Program, and Achieve 3000.

We will also target mathematics for our ELL's across the grades. A certified bilingual math teacher will provide small group instruction to focus on problem solving skills and multiple representations in math. Students will deconstruct word problems with ESL methodologies, so they may improve their English skills. We will also use the River Deep and Accelerated Math programs. These programs allow teachers to customize lessons according to students' individual needs.

**Facilitators:** 4 certified bilingual and ESL teachers. Each class will have approximately 15 students. Title III monies will be used to pay for 1 certified ELA bilingual teacher and 1 certified Math bilingual teacher. Other monies will be used to pay for remaining teachers.

**Frequency and Duration:** The after-school program will take place Tuesday through Friday from 3:00 pm – 4:30 pm. From September 2009 to May 2010 for a total of 107 sessions.

### **Saturday Academy Program Description**

We have about 80 ELL students participating in our Saturday academy program. ELL students are those who score beginner, intermediate, or advanced on the NYSESLAT. An Analysis of the results of the 2009 NYSESLAT showed that 18% of our students performed at the beginner level, 36% of the students performed at intermediate level, 31% of the population performed at advance level and 15% of our students performed at the proficient level.

Students will be placed in differentiated grouping. We will have 4 certified bilingual teachers. We will target the students' English skills development and literacy skills. For this purpose, we will use **ELLIS**. We purchased this program with other funding, and feel it is a good educational focus for the supplemental instruction. *ELLIS for KIDS* (English Language Learning Instruction) is a technology-based ESL intervention program, which builds vocabulary and literacy. It combines audio, video, voice recording, and native language instruction to support and create an engaging, research-based environment for every level of English language acquisition. This program can be used to enhance second language acquisition. We are also implementing the ExC-Ell program which focuses on vocabulary development as well as the Accelerated Reader Program.

We will also use SkillsTutor, which is delivered online and can be used as a teacher-aided instructional tool or as a one-on-one tutoring resource with minimal guidance. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. The easy-to-use management system monitors progress and generates accountability reports.

An analysis of the 2009 New York State Mathematics Performance Test determined that our students need more assistance in mathematics. As such, we will also target mathematics for our ELLs across the grades. A certified bilingual math teacher will provide small group instruction to focus on problem solving skills and multiple representations in math. Students will deconstruct word problems with ESL methodologies, so they may improve their English skills.

We will purchase and use the River Deep and Accelerated Math programs. These programs allow teachers to customize lessons according to students' individual needs.

Student Field Trips will be offered to the participating Title III students to the New York Public Library, an educational movie and the Repertorio Espanol located at 138 E. 27<sup>th</sup> Street, New York to see the Off-Broadway show entitled "La Gringa". This will increase their L1 literacy. Research has shown that the more literate the students are in their native language, the easier it will be to acquire the second language (English).

**Facilitators:** 4 certified bilingual and ESL teachers. Other monies will be used to pay for remaining teachers; each class will have approximately 10 students (4 certified bilingual and ESL teachers + 4 non-certified bilingual teachers x 10 students each = 80).

**Frequency and Duration:** Saturday Academy will take place every Saturday from 8:30 am – 12:30 pm. From October 2009 to May 2010 for a total of 11 sessions. Saturday Academy 4 teachers at \$49.98 = \$199.92 per hour x 4 hours = \$799.68 each Saturday. The program will run for 11 Saturdays = \$8,796.48.

### **Parent Involvement**

The parents are being taught Achieve 3000, etc., which is the same program that the students are using so that they can help students at home. Our teachers are teaching the parents.

Parental Involvement 1 teacher at \$49.98 per hour x 5 hours = \$249.90 each session. The program will run for 10 Saturdays = \$2,499.00

Refreshments for parents \$300.00

**Materials:** ELLIS, Accelerated Reader Books, Accelerated Math Software and River Deep Programs, Laptops and math manipulatives.

- We will also use the **iObservation Tool**. This tool allows for self and peer observations. Teachers self-reflect to engage in professional conversations with administrators around instructional practice. A Professional Growth Plan for each individual teacher is developed allowing teachers the opportunity to take ownership of their own instruction and develop explicit goals and objectives in collaboration with principals. This tool allows for the development of teacher leaders at all levels within a learning community to support and encourage each other to grow.
- **The Turning Point Student Response System** will also be used. This tool is a student response system to be used in its classrooms to dramatically enhance the learning environment. This technology creates fun interactive classrooms that engage students and personalize the education experience with instantaneous assessments. Teachers ask questions, students respond with Response Cards<sup>®</sup> and class feedback is instantly displayed. Educators will immediately know if the class understands key concepts and every student participates in learning.
- **Destination Reading** software is a powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction.
- We will utilize is the **Video Conference System**- This tool expands learning opportunities. Video teleconferencing technology connects students in schools across the world. Also, many museums, science centers, etc., provide special education programs via video teleconference that schools can access. These tools will be used exclusively for Title III and will be labeled as such.

**Assessment:** We will assess our after-school and Saturday program through a number of methods. First, the students will show improvement on their report cards. We expect to see improvement on teacher - made assessments, as well as unit tests. Students will be able to monitor their own progress through the use of the Accelerated Math and River Deep Programs. Furthermore, we expect to see improvement in the State 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade mathematics exam, as well as the NYSESLAT test. For those students who are eligible, we expect to see an improvement on the ELA exam as well. Student attendance will be a measure of the program's effectiveness. Lastly, parents and teachers will complete surveys as to the programs' effectiveness.

Students in the after-school and Saturday academy programs will attend field trips to the library, the movies and Broadway Theater.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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## Professional Development Program

As part of our professional development initiatives, we will hire an AUSSIE Consultant for the following purposes: to develop cross-curricular Balanced Literacy in the Content Areas- The consultant will conduct professional development to train teachers to integrate literacy across the content areas that will include ESL strategies. We will target strategies that will facilitate our inquiry team in gathering student data that will allow us to modify instruction accordingly. The consultant will demonstrate how to integrate literacy across the content areas; inter-classroom visitations where teachers will take the initiative of observing their peers and provide feedback of their observations during subject area meetings; modeling inquiry-based lessons as we target basic skills, and analyze data.

For our PD, we will purchase the following: *Instructional Rounds in Education*  
*A Network Approach to Improving Teaching and Learning*

“Walk into any school in America and you will see adults who care deeply about their students and are doing the best they can every day to help students learn. But you will also see a high degree of variability among classrooms—much higher than in most other industrialized countries. Today we are asking schools to do something they have never done before—educate all students to high levels—yet we don’t know how to do that in every classroom for every child.”

This book is intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Inspired by the medical-rounds model used by physicians, the authors have pioneered a new form of professional learning known as instructional rounds networks. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching.

These books will be purchased for our staff and used and discussed in grade level and subject area weekly meetings as well as in study groups. We will purchase about 40 books.

The PD activities will be conducted during teachers' common planning and demos and inter-visitations during common preparatory periods.

Frequency: Title III teachers will observe these demo lessons approximately once a week.

Teachers will also participate in study groups. Approximately 6 teachers will participate for a total of 10 sessions. The study group sessions will consist of teacher collaboration of best practices, analyzing student data, examination and coordination of curriculum map, and inter-disciplinary planning.

### DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION

Manhattan Middle School for Scientific Inquiry firmly believes that the pro-active involvement of a student's family is key to student's academic success. In particular, parental involvement is a critical component in enabling a child to succeed in school. Consequently the highest of priorities is placed on enabling our students' parents and family involvement in the educational process. Manhattan Middle School for Scientific Inquiry is dedicated to empowering families, promoting cultural awareness, and embracing the circumstances of its family's lives. Manhattan Middle School for Scientific Inquiry accomplishes this through a number of specific instruments.

### Two-Way Technology Both In English/Spanish

**Accelerated Reader:** Manhattan Middle School for Scientific Inquiry incorporates this software into the Parent Family Literacy Program. It serves as a two-way education tool for parents and students who are English Language Learners. The Accelerated Reader program provides instruction in both English and Spanish, thus enhancing the means by which students learn English and improve their overall, bilingual literacy skills in both languages. The software also serves parents who need educational training and preparation for the GED. This program tracks students and parents reading comprehension skills and areas where improvement is needed most.

**Achieve 3000—Home Edition:** This program keeps parents closely involved in their child's progress, enabling them to monitor and reinforce literacy skills at home. Through this program, parents receive weekly notices of their child's reading comprehension; these weekly summaries shows the articles the child has read, areas where the child has made progress and where further assistance is needed (the program is available in the parent's native language).

**MAPPs: (Math and Parents Partnership)** The Math and Parents Partnership (MAPPs) education program serves parents and students in developing and enhancing their mathematical concepts and understanding. This program is also part of the Parent Family Literacy Program. This math program provides on going assessment tools on parents and student's progress. In addition, this program helps parents tremendously for preparing for the GED. This program provides instruction in English and Spanish for LEP and ELL students.

**ExC-ELL:** The Expediting Comprehension for English Language Learners software provides literacy instruction for parents and students in English and Spanish. Families and students develop their word knowledge, basic reading skills (fluency), comprehension of classroom texts, discussion skills, grammatical knowledge, spelling and writing skills. This program is part of the Parent Literacy Program. Overall, this program enriches families and students literacy skills as it offers many approaches to reading in content areas by applying Bloom's taxonomy of cognitive processes. This program engages students with text as instructions are given step-by-step providing on going assessment of parents and students progress.

**Ellis:** MS.328 adopts widespread use of Ellis Academic 3.0, which combines audio and video, role-playing, and native-language support to teach a variety of English proficiency levels. Ellis is made available via the CFRC and staff and volunteers are trained on how best to use and monitor use of the program. Ellis is scientifically based with a record of results, and helps encourage and reward parental involvement.

**Form TIII – A (1)(b)**

School: MS328 BEDS Code: 310600010328

**Title III LEP Program  
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Salaries	\$2,499.00	<b>Parental Involvement</b> 1 teacher at \$49.98 per hour x 5 hours = \$249.90 each session. The program will run for 10 Saturdays = <u>\$2,499.00</u>
	\$8,796.48	<b>Saturday Academy</b> Facilitators: 4 certified bilingual and ESL teachers. Each class will have approximately 10 students. Frequency and Duration: Saturday Academy will take place every Saturday from 8:30 am – 12:30 pm. From October 2009 to May 2010 for a total of 11 sessions.  Saturday Academy 4 teachers at \$49.98 = \$199.92 per hour x 4 hours = \$799.68 each Saturday. The program will run for 11 Saturdays = <u>\$8,796.48</u> .
Materials	\$2,261.00	Student Field Trips will be offered to the participating Title III students to the New York Public Library, an educational movie and the Repertorio Espanol located at 138 E. 27 <sup>th</sup> Street, New York to see the Off-Broadway show entitled "La Gringa".  Refreshments for Parents

	\$300.00	
Purchased Services	\$6,900.00	<p>Professional Development AUSSIE Consultant</p> <p>The consultant will conduct professional development to train teachers to integrate literacy across the content areas that will include ESL strategies.</p>
<p>Code 45 Supplies and Materials</p>	\$1,523.52	<p>Instructional Rounds in Education A Network Approach to Improving Teaching and Learning (<i>Sussman Sales Co.</i>)</p> <p>Walk into any school in America and you will see adults who care deeply about their students and are doing the best they can every day to help students learn. But you will also see a high degree of variability among classrooms—much higher than in most other industrialized countries. Today we are asking schools to do something they have never done before—educate all students to high levels—yet we don't know how to do that in every classroom for every child.</p> <p>This book is intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Inspired by the medical-rounds model used by physicians, the authors have pioneered a new form of professional learning known as instructional rounds networks. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching.</p>
Software	\$11,200.00	<p>SkillsTutor is delivered online and can be used as a teacher-aided instructional tool or as a one-on-one tutoring resource with minimal guidance. Individualized instruction, diagnostic testing, prescriptive assignments and automatic reporting are incorporated. The easy-to-use management system monitors progress and generates accountability reports.</p>

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

At Middle School 328 87% of the students and parent population are composed of immigrants from Spanish speaking countries. A Home Language Identification Survey is administered upon enrollment to assess the primary language spoken in the household in parent's native language. During the school year parents visit the school to discuss students' achievement, behavior and engagement in school related activities, during those visits at least 80% of the time parents need interpretation services.

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

Families of Middle School 328 students often need oral interpretation to communicate with staff members. All official written communications to families are always sent both in English and Spanish.

#### **Part B: Strategies and Activities**

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

Once the language of the parent has been determined by the HLIS, our staff communicates in the designated language. Our pupil accounting secretary inputs the necessary information in ATS as part of the biographical information of the student. In addition parents fill out emergency blue cards in their native language.

Based on the trends of our school community, 85 percent of our families speak Spanish as a first language. The other ethnic group we have is of Arabic descent. The school has staff members that are able to communicate in the Arabic language and support the families.

At the beginning of the school year, all parents receive the translated Bill of Parents Rights and Responsibilities. We also have the mandated signs in prominent places in the building regarding translation services.

All official documentation sent to parents is sent in English and Spanish. Written translations will be prepared by school staff. Middle School 328 has bilingual administrators, teachers, paraprofessionals and office staff to prepare translated documents to families.

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

Middle School 328 has a Parent Coordinator, Family Worker, Guidance Counselors, teachers, paraprofessionals, school aides and administrators who are bilingual. When oral interpretation is needed one of the above mentioned staff members supports parents with oral interpretation in case it is required. Middle School 328 has also staff members who can orally communicate in Arabic, Portuguese, German and French.

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

All members of our community are aware of the Bill of Parents Rights and Responsibilities, Safety Plan, CEP, School Report Card and Progress Report. All this information is available in the Parent Coordinator Office. Parents are greeted by the parent coordinator upon arrival at the school.

The above mentioned information is also revisited during parent association monthly meetings. This office is the first stop when parents visit the school.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

- |  | Title I   | Title I ARRA | Total     |
|--|-----------|--------------|-----------|
| 1. Enter the anticipated Title I Allocation for 2009-10:   | 477,871   | 72,440       | 550,311   |
| 2. Enter the anticipated 1% set-aside for Parent Involvement:  | 4,430.92  |              | 4,778.71  |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):   |           | 724.00       | 724.00    |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:  | 23,893.55 |              | 23,893.55 |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):   |           | 3,622.00     | 3622.00   |
| 6. Enter the anticipated 10% set-aside for Professional Development:   | 47,787.10 |              | 47,787.10 |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):   |           | 7,244.00     | 7,244.00  |
| 8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: <u>97.9</u>  |           |              |           |
| 9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. |           |              |           |

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### M.S. 328 TITLE I PARENT INVOLVEMENT POLICY (M.S. 328PIP)

- 1) The Parent Association, at a regular election meeting between May and June each year, will elect representatives from among candidates previously nominated or named by the assembly to Executive Board positions of the Association. Candidates named by the assembly to other positions will be involved in working with the school in their efforts to help students achieve their goals through the school year.
- 2) Each year the Parent Association assembles to elect a parent as Title I representative to the Parent Association. As representative, the elected member will present and discuss educational and parental issues before the School Leadership Team and other educational organizations on behalf of M.S. 328 students.
- 3) The Title I parent representative, in conjunction with the School Leadership Team, will be part of the CEP (Comprehensive Educational Plan) to set the goals students will be expected to meet during the school year.
- 4) Together the Title I parent representative and the Parent Association Board will meet jointly to develop strategies for student progress (i.e. tools for learning, evaluation, or materials needed to accomplish strategies). These strategies will be presented by the Title I representative to the School Leadership Team for approval and implementation.
- 5) In addition, the Parent Association will communicate with parents by newsletters, notices, back-pack letters, flyers, e-mail and telephone regarding meetings, workshops, conferences and other different activities to learn more about how to help their children at home and school from programs planned by the Parent Association for the family. Also, updated information is required to encourage parents to remain involved in the school’s events.
- 6) The Parent Association will also make sure that all parents have the opportunity to get involved in their children’s education by understanding their responsibilities in their roles as parents and partners with school’s staff, teachers, and students as a team.
- 7) The Parent Association will support the goals and initiatives for vital involvement of parents in the school-wide Title I program, which requires flexibility to achieve the strategies in the areas of instruction and services.

- 8) Parents and school must share resources directed towards helping children achieve excellence in their work by implementing good learning practices, homework and responsibility.
- 9) Parents participate as volunteers to help with field trips, events and class room activities, and to share ideas and opinions that would affect the child progress.
- 10) The Parent Association will meet regularly with parents, committees, and school staff to review this Parent Involvement Policy (PIP), share opinions and ideas, asks questions and receive clear responses and information.
- 11) Parents can propose changes or modifications of strategies that don't work through the Title I representative on behalf of the students. Such changes or modifications must be approved by the Parent Association Executive Board and presented to the Parent Association assembly and the School Leadership Team for ratification.
- 12) The Parent Association will keep parents well informed so that parents will be ready to work with the school to help their children develop the skills they need.
- 13) M.S. 328 is a Title I school funded by a federal program whose stated goal is that all students meet the state standards in education and progress to future success. With this Title I policy, parents have the possibility to meet with administrators and others parents in regular or emergency meetings to know what the school is doing for their children.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **MANHATTAN MIDDLE SCHOOL FOR SCIENTIFIC INQUIRY**

#### **Required school-parent compact provisions**

##### **PART I - School responsibilities.**

The M.S. 328 School will:

Provide a security environment to students and parents for the learning activity working together where the cultural diversity challenges involved help children become successful citizens tomorrow.

**1. Hold different activities:**

- a) After school activities to improve learning.
- b) Educate and teach parents with workshops and programs to aid their children progress.
- c) Include parents in plan review and create events and activities to meet guidelines for students' expectations and achievement.
- d) Report to parents about the student's advancement in the academic subject teachings at least twice in the Parent-Teacher conferences.
- e) Arrange meetings for parents with the teachers and Parent Association.
- f) Access to translation/Interpretation service when possible.
- g) When is necessary parents participate in classroom activities to observe their Class' child.

**2. Excellence:**

- a) High standards for school personnel as teaches and administrators.
- b) Encourage student's talent in each subject area and do the best.
- c) Parents informed of our expectations for their children learning.
- d) Suggest to parents are teachers for the child at home.

**3. Other responsibilities:**

- a) To communicate parents about opportunities to get involved with school (letters, notices, flyers, book pack notes, calls, etc.)
- b) Meeting and conferences in a convenient manner for parents can attend.
- c) Support parents to share and give ideas and opinions.
- d) Give information to parents of programs and services.

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**Middle School 328's comprehensive needs assessment** is a compilation of data collected from the Annual School Report, School Profile, ATS exam reports, ARIS, Acuity, Accelerated Reader, Accelerated Math, teachers' generated data, surveys and questionnaires. The implications for the instructional programs include: provide more time on task in reading and mathematics, provide ongoing professional development; parent conferences for failing students; afterschool tutorials, Saturday Academy and examine the alignment of curriculum and assessment. These findings will be shared at faculty conferences, parent association meetings, professional development workshops and School Leadership Team meetings.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We have a diverse group of learners at Middle School 328. While 16% of the students entered Middle School 328 with a 3 or 4 in reading and 16% entered with a 3 or 4 in math, we anticipate that number to go up. Currently with our Title 1 monies, we are able to support our students performing far below grade level. We believe in grouping our students heterogeneously.

Research has shown that heterogeneous groups support academic progress within inquiry and workshop based lessons for all students. With these heterogeneous groups, the students are paired to learn cooperatively. With the new flexibility that Schoolwide Programs brings, we will be able to meet the needs of all learners in a heterogeneous classroom. This will push the on grade level students to the next level and at the same time bring the students who are not meeting City and State standards to meet the standards.

Participation in the Schoolwide Program will allow Middle School 328 to address the needs of all our learners by giving us the ability to target funds more effectively. For example, we may plan to use our funds for a variety of instructional approaches: afterschool programs, one-on-one tutoring, small group instruction, heterogeneous classes, enrichment programs, team teaching and push-in/pull-out instruction.

The needs of our learners require a diversity of instructional approaches. These instructional approaches will allow Middle School 328 to use data-driven assessment to gauge the needs of individual learners and then offer the instructional approach that will best support that learner's progress towards State and City standards.

The Schoolwide Program's flexibility addresses the needs of all the students by optimizing resources and allows us to cluster students according to their strengths and weaknesses. The whole school will bear responsibility for every child instead of limiting the responsibility to either a program or an individual. SWP will reduce curriculum and instructional fragmentation.

Every teacher will have the opportunity to enrich instruction and accelerate learning. The programs will include counseling services, high school preparation, test sophistication and other programs that teachers develop based on the interests and needs of all students. All students will be held to the same high standard. There will be no school-designed separate assessment of designated students such as ELL or Title I students. All students will have the opportunity to attend the extended day and Saturday programs to increase the amount of learning time and to address the unique interest of the students.

Instead of pulling underachieving students out of classrooms for special services or labeling them low achievers, students will remain in the classroom where the regular teacher works to help students achieve the same high academic standards as their peers. The SWP flexibility offers the opportunity for unique staffing arrangements to support teachers' instructional practices to our students. For example, additional teacher specialists will provide co-teaching support and the assistant principal will give teachers more opportunities for formal leadership. They will provide full time professional development assistance to teacher and paraprofessionals. The coaches serve as team leaders coordinating and improving the instruction that all students receive. The coach also provides instruction by co-teaching resulting in individual or small group instruction within the classroom. We will have the opportunity to have Lab classrooms in which the coaches and specialists will demo lessons and provide on-site training to teachers.

Students will be scheduled in 90 minute blocks of for literacy and mathematics within their teams. In addition, all students will be scheduled for a 90 minute block for science lab, four periods of social studies and two periods of physical education. Our program incorporates a Transitional Bilingual Education (TBE) approach to English Language Learning. In the TBE program, students receive instruction in both Spanish and English; beginners have a 40:60 English: Spanish ratio, while advanced/intermediate students receive instruction that is 75% in English and 25% in Spanish. Classes such as art, music, computer lab and physical education integrate vocabulary-building and English-language skills practice. The Balanced Literacy approach and the Workshop Model form the foundation of both the Spanish- and the English-language components.

Based upon our assessments (portfolio and test-based) of the ELL's in our school, we have identified writing as the skill in which they require the most improvement. After evaluating our research in the field, as well as upon our experiences working with this population, we consider the following elements of instruction crucial to the success of English language instruction:

- Rigorous core subject classes with extensive ELL supports
- Engaging, “minds-on” lessons with appropriate levels of structure
- Strong support for students’ native language literacy skills
- A welcoming, respectful school culture that celebrates students’ cultures and inculcates a sense of efficacy and self-motivation among ELL's.

Students in bilingual education will have a mandated 380 minutes of ESL and 5 periods of Spanish Language Arts and the same number of periods as described above for other subjects. A push-in model will be used to serve the English Language Learners in monolingual classes. They will be clustered in two classes by grade; ESL teachers will be scheduled to work with these students in the content area. All the above learning activities will be supported by Instructional Technology (laptops, wireless internet, smartboards, LCD projectors, microscopes, proscopes, digital cameras, VCRs, DVDs and TVs). In addition to the core curriculum the following enrichment and advance courses will be offered: Science, Mathematics, Media Literacy, Foreign Language, and Advanced Computers (Web Design, Power Point, and Graphic Design).

### 3. Instruction by highly qualified staff.

Middle School 328 hires qualified educators who care about young people and who want to work in a collaborative environment. All of our teachers are New York State certified secondary teachers. In addition to their credentials, teachers are experienced in the balanced literacy and workshop models. All teachers are leaders in their subject area and have opportunities to share their special abilities, skills and teaching techniques in professional development sessions, demonstration lessons, department conferences, grade level meetings, national conferences, and regional professional development.

Furthermore, our teachers are computer literate with proven experience in implementing technology based lessons in their subject area as well as using student data found in the Grow Report, Princeton Review, anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creativity and new teaching strategies to help students achieve their educational goals. Middle School 328 - in a three year plan - will include a “junior academy” which allows students to build study skills and a strong foundation across the curriculum and maintain the same teachers for sixth and seventh grade (two year looping). Each grade has a TEAM A and TEAM B, consisting of 3-4 classes. Mathematics and Literacy teachers are clustered within a team and teach within the block schedule model. Science teachers have a double period of science with each class science lab instruction. Art, social studies, physical education, and other subject area teachers serve the entire grade.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Professional development is a must and an on-going effort at MS 328. Our teachers participate in professional development activities during the summer including a Summer Institute the last week of August. The school has a Literacy Coach who has designed a classroom lab in which demonstration lessons are offered to teachers. Also, coaches visit classrooms and have individual and group conferences. In addition to the 100 minutes two times a month, a common prep period is built into the teachers' schedule by subject and by team in which they meet and discuss teaching strategies, curriculum development and student issues. The assistant principal and principal, promote, design, and offer professional development sessions for teachers.

Further, retreat sessions are scheduled on Saturdays during the school year. In these sessions teachers receive professional development across the curricular areas, teaching strategies, students' issues, interdisciplinary activities, etc. Study groups are also a part of our professional development efforts.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Middle School has entered its sixth year of operation. As part of the Open Market System, we will have the opportunity to recruit experienced/highly qualified teachers to fill our vacancies for September 2010 should vacancies become available. Newly hired teachers must meet the rigorous requirements to be part of our family requiring a secondary license in the subject area.

One of the main goals of Middle School 328 is to promote professional development activities for all staff members. To this end, 20% of our budget allocation has been set aside for professional development. Staff members will have the opportunity to participate in Citywide, Statewide and Nationwide conferences, institutes and specialized training. We expect that by having a designed professional development plan for each teacher, we will have better opportunities to hire highly qualified educators and to maintain high level of retention.

6. Strategies to increase parental involvement through means such as family literacy services.

Because we believe that supporting students' families is crucial for the success of the young people we serve, we have given much thought to ways in which a small school might help parents learn, find adequate employment, and share their cultural backgrounds. Content-area and bilingual teachers will collaborate with community organizations such as the Community Association of Progressive Dominicans (ACDP) and the Urban Parent Development Center at Bank Street Graduate School of Education to coordinate monthly workshops for parents. Based on parental input, potential workshop topics might include:

- Self-Esteem and ELL's
- Community Resources for New Immigrants
- Fostering Reading at Home
- ESL Instruction

We will also plan to offer classes to parents in partnership with our CBO in the areas of GED preparation, computer literacy, citizenship and English.

To bring parents more fully into the life of the school, we will create opportunities for them to share what they know in an atmosphere of respect. For example, we will invite parents to come in and share stories from their home countries as a part of students' nonfiction genre studies. In March 2006 our school had a grand opening of our Library for parents. Parents will have the opportunity to have study groups, receive workshops of related topics and check-out books.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Middle School 328 teachers who are computer literate with proven experience in implementing technology based lessons in their subject area as well as using student data found in the ARIS/Acuity Report, ATS, Princeton Review, anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creativity and new teaching strategies to help students achieve their educational goals. Teachers receive a spreadsheet at the beginning of the school year with all their students' scores.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Middle School 328 offers academic intervention services for students at risk (Level 1 and 2.) A push-in model was used to provide academic intervention services to students. This gives opportunities to provide students with individualized instruction including assisted technology to help them improve their English skills.

In addition, we offer academic intervention services for ELL students, push-in model will be used to provide academic intervention services to students. This will give opportunities to provide students individualized instruction. Students will use the ELLIS program to help them improve their English skills.

The after-school instructional program will be offered to students on Tuesdays thru Saturday. Teachers work with students in small groups. Teachers and students work on literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes as well as to enhance mathematical concepts, skills and strategies. All participating students including English Language Learners and special education students will be grouped based on assessed needs for additional instruction to improve literacy/math/science skills. Test sophistications strategies are incorporated in the lessons. .

Middle School 328 will offer academic intervention services in science beginning with the identification of a science intervention teacher who will support the regular science program by first identifying students in need of additional interventions during the science classes as well as during tutorial and afterschool time periods. Another initiative will be to make science coaching part of a teacher's schedule. This initiative will strengthen science teaching for all students at 328.

Middle School 328 will offer academic intervention services in social studies first by strengthening social studies curriculum and teaching generally. Teachers will be offered common planning time as well as professional development to achieve this goal. Next, students requiring additional social studies support will be identified. These students will have opportunities to work on their social studies learning during regular class time as well as during tutorials and afterschool activities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. All students are afforded the opportunity to meet with the Guidance Counselor, School Psychologist, and Clinic-based therapists. The School Based Support Team assists with student evaluations and assessments. The Student Support Team attends all training sessions in compliance with the Region and the New York City Department of Education. Columbia Presbyterian Clinic is an integral facet of school life, thus assisting parents and students with medical and psychological services. All personnel will meet regularly to become familiarized with the revised Chancellor's Regulations, including the laws of

confidentiality. Frequent parent meetings with individual counselors, while incorporating Parent Workshops & enhance the quality of life at the Middle School 328.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** SINI-Year 1                      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

Our data indicates that the school failed to meet AYP in both science and ELA. As a result of this, we have evaluated the areas in both subjects that needed immediate attention and have focused our attention in increasing balanced literacy in ELA as part of our goal to improve student performance with emphasis on implementing and improving literacy in science . Through extensive professional development both in-house, outside workshops, and via consultants, an action plan has been devised to include balanced literacy within the content areas; set student goals; analyze student data; and monitor performance for ALL students at MS 328.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We have proposed to enrich our science classes with an extensive science library to increase literacy. The science library will complement our Accelerated Reader program where students’ data will be generated, analyzed and discussed to assist teachers in modifying instruction to support our ELLs and at-risk students. In order to support this effort, we have contracted a consultant who specializes in teaching literacy throughout the content areas. The consultant will conduct professional development training teachers to integrate literacy across the content areas that will include ESL strategies. Science and literacy will be our main focus as we target strategies that will facilitate the inquiry team in gathering enough student data that will allow us to modify instruction accordingly. Amongst the proposed activities are: a) the consultant will demonstrate how to integrate literacy in a science class equipped with a rich science library; b) inter-classroom visitation where teachers will take the initiative of observing their peers and provide feedback of their observations during subject meetings, c) modeling inquiry-based lessons as we target basic skills, and d) further analyzing data in order to meet our annual goals.

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<sup>1</sup> School Under Registration Review (SURR)

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Our focus this year is to develop strong comprehension skills in English and throughout the other content areas with major focus on our special education and English Language Learners. The title I funds set aside for professional development will be used to provide additional assistance in learning and implementing new strategies to enhance and modify instruction through a series of outside workshops such as \_\_\_\_\_ of which we sent one of our ESL teachers.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teachers have been instrumental in creating a system where they engage in peer observations. This has been discussed during our subject meetings where feedback, commendations, as well as recommendations have been shared.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

On October 26, 2009, the principal signed an Attestation Letter committing himself to inform parents of the school's status. Prior to this date, a school progress letter was sent home on October 23, 2009 to parents informing them of our November 5, 2009 parent workshop to discuss the school's status in both English and Spanish. On November 5, 2009, the principal held the workshop to explain current status and our commitment as a teaching community, to improve the quality of instruction for their child. Since then, we have kept to our promise in continuously implement teaching strategies, re-evaluate instructional goals, and use data as the driving force behind decisions we make.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

*All SURRE schools must complete this appendix.*

**SURRE Area(s) of Identification:** \_\_\_\_\_

**SURRE Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURRE Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>
<b>NOT APPLICABLE</b>		

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

## ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**  
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In order to assess whether this finding is relevant to our school's educational program, our Bilingual and English departments compared the TESOL and ELA state standards with our current reading and writing curriculum. We found that, although we were working towards moving our students meet their yearly progress, the current curriculum did not fully meet the demands as required by State standards, more specifically as it pertained to targeted performance indicators for grades 6-8 in English. As a result, the English department in conjunction with the Bilingual department, and the Inquiry team came to together to review student data in order to better program a well rounded literacy curriculum to meet the demands of all of our students at the school. Each teacher received a copy of the State's ELA core curriculum where standards and performance indicators were addressed and is currently used as their guide to align instruction with State standards as well as a curriculum map and pacing calendar. The bilingual teachers have aligned the ELA and TESOL standards in order that our ESL students' learning goals are met. Our main goal for our students is to provide them with a meaningful literacy program that will move them to acquire a high level of proficiency in English in order to participate actively in both a social and academic setting as they meet ESL standards in alignment with ELA state standards.

In addition, our data specialist designed a standards checklist where each standard in reading, writing, and listening highlights grade-specific performance indicators. These performance indicators serve as descriptors of student achievement: what students should know and be able to do in grades 6-8 as a result of skilled instruction. These grade specific performance indicators outline clear competencies for each key idea within each learning standard. Having this in mind, we have decided to purchase the Schoolbinder, a web-based program that monitors students' goals and achievement as well as monitors teacher's professional development. The cornerstone of the Schoolbinder software suite is its web-based goal setting application. This application allows us to gather data, plan and set goals, align instruction, and monitor and revise our planned course of action. More specifically, the Schoolbinder addresses and supports the Chancellor's Children's First Initiative. In addition, it will be used to improve parent-school communication as well as meet the recommendations on data, teaching and learning, professional development as teachers will be trained in its use and application. It also addresses the specific recommendations as delineated in our Quality Review.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence which supports the relevance of this finding being relevant to our school is based on review of our balanced literacy and the ELA Core Curriculum more specifically in the areas of building vocabulary, reading for information and understanding, literary response and expression, critical analysis and evaluation, and reading for social interaction. More importantly, our goal this year is to increase literacy in all content areas with special attention to science.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- a) Improve curriculum and instruction with a focus on inquiry-based lessons that engage students by allowing them to make text-to-text and text-to-self connections, as well as engage students in the writing process which focuses on composition, penmanship, organization, research, take notes to record and organize relevant data, facts, and ideas, and answer questions about informational material and write accurate and complete responses in all content areas.

- b) Continue to examine student work in the content areas on a regular basis and as a result make instructional decisions that improve classroom practice and student performance.
- c) Increase the quality of student portfolios in English as measured by rubrics designed for this purpose in both reading and writing.
- d) Continue to discuss and analyze performance of our ESL students through our weekly bilingual, faculty conference, and Communication Arts meetings
- e) Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

An analysis of the 6<sup>th</sup> grade results of the CTB-Mathematics 2009 showed that 8.9% of our students performed at level 1, 43.8% of the students performed at level 2 and 47.3% of the population performed at levels 3&4. It is noticeable that 100% of students in special education are at level 2. In bilingual education, the data shows that 36% of the beginner ELLs performed at level 1 and 45% of them performed at level 2. A two-year comparison shows that our 6<sup>th</sup> grade had a 7.3% reduction in the number of students performing at level 1 and an increase of 8.6% of students performing at level 2.

The data also shows that the Number Sense and Operations strand is the most challenging for this grade. In summary, 36.6% of our 6<sup>th</sup> grade population demonstrated a 1-year progress

An analysis of the 7<sup>th</sup> grade results of the Mathematics Performance scores of 2009 showed that 0.6% of our students performed at level 1, 24 % of the students performed at level 2 and 75.3% of the population performed at levels 3&4. It is noticeable that 44% of students in special education are at level 2 and 56% are at level 3. In bilingual education, the data shows that 26% of the beginner ELLs performed at level 2 and 74% performed at level 3. A two-year comparison shows that our 7<sup>th</sup> grade had a 7.6% reduction in the number of students performing at level 1 and an increase of 6.5% of students performing at level 2. The data also shows that the Measurements strand is the most challenging for this grade. In summary, 79.2% of our 7<sup>th</sup> grade population demonstrated a 1-year progress.

An analysis of the 8<sup>th</sup> grade results of the Mathematics Performance scores of 2009 showed that 3.6% of our students performed at level 1, 19.3% of the students performed at level 2 and 77.2% of the population performed at levels 3&4. It is noticeable that 60% of students in special education are at level 2 and 40% of the students are at a level 3. In bilingual education, the data shows that 29% of the beginner ELLs performed at level 1 and 92% of the advanced ELLs performed at levels 3&4. A two-year comparison shows that our 8<sup>th</sup> grade had a 10.4% reduction in the number of students performing at level 1, a 27.9% decrease in the number of students performing at level 2, and an increase of 38.5% of students performing at levels 3&4. The data also shows that the Algebra strand is the most challenging for this grade. In summary, 59.9% of our 8<sup>th</sup> grade population demonstrated a 1-year progress.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The evidence which supports the relevance of this finding being relevant to our school is based on review of the Impact Math Curriculum, the State Standards and Process Strands and the results of the NYS Mathematics test, more specifically in the areas of measurement and geometry and number sense and operations.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- f) Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills
- g) Continue to examine student work on a regular basis and as a result make instructional decisions that improve classroom practice and student performance.
- h) Increasing the quality of student portfolios in math as measured by rubrics designed for this purpose.
- i) Increase the quality of the written and math components on science and social studies exit projects.
- j) Continue using Team Teaching Initiative to reduce student-teacher ratio, improve quality of instruction, and to improve academic achievement.
- k) Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### 2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Inquiry involves the process of asking meaningful questions, planning a procedure for studying these questions, organizing and analyzing the information gathered, and reflecting on and interpreting this information in the context of the study question. We are of the firm belief that true learning can only be obtained through effective inquiry based instructions where students take an active role in every stage of the inquiry process. Teachers facilitate rather than direct students in this learning process and assist as students connect curriculum to their prior knowledge, learn how to find information, evaluate sources, reconcile conflicting accounts, and create an interpretative account and finally apply this knowledge to real-life situations. Although our concentration is engaging all students in inquiry learning, we understand that there are areas in the delivery of instruction that must be addressed to be able to differentiate instruction to meet the needs of all our general, ESL, and special education students.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We have employed the services of JDL, an educational organization that focuses in integrating literacy in social studies and Aussie PD concentrating in ELA evaluating teaching practices, strategies, and focused student outcome. In addition, this year we have implemented the following evaluative tool— Schoolbinder--to set and monitor student goals as an ongoing assessment and accountability process; extensive professional development in ELA and social studies with major focus on the implementation of ELA skills and strategies in other content areas

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Subject area conferences is one of the venues used to share best teaching practices and discuss methodologies in inquiry-based instruction
- Inter-classroom visitation
- iObservation
- Use data to evaluate students' learning progress and re-evaluate how lesson are structured and modify to increase inquiry throughout the content areas
- Informal and formal observations and conferences with colleagues and administrators

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

At the beginning of the school year, teachers review math data and set individual student goals. Students and teachers work cooperatively towards achieving these goals. These goals are monitored bi-weekly by formal and informal assessments.

Our school also engages in informal and formal observations, the Quality Review and Progress Report Process, and review of ongoing data. Also, the math department has developed an inter-visitiation system modeled after the Santa Cruz model.

All *students* have access to technology to enhance their learning in all the content areas. Students have access to laptops on a daily basis. *Each floor is equipped with 6 laptop carts. Laptops are labeled and used on a rotational basis. In addition, all classrooms are equipped with latheriest smart board technologies with Airliner tablets that allow our teachers and students to work interactively and enhance their classroom learning experience. Teachers as well as support staff receive monthly staff development training to expand their knowledge and professional growth.*

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Students are strongly encouraged to, and at times, required, to use Internet technology to participate in class activities to give student a wide range of experiences with computers. We will offer training in using email as a form of communication, and encourage students and their parents to keep in regular contact with their teachers through this medium. *Our school website was created to give parents immediate access to their child's school day. Parents and students alike are able to provide input on said website.*

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Informal and formal observations, learning walks, inter-visitations, the Quality Review, our Progress Report, Subject area and grade level weekly meetings, Faculty Conferences, Professional Development and review of ongoing data.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1. Improve curriculum and instruction with a focus on lessons that engage students by allowing them to make real world connections and apply higher order thinking skills.
2. Continue to examine student work on a regular basis and as a result make instructional decisions that improve classroom practice and student performance.
3. Increasing the quality of student portfolios in math as measured by rubrics designed for this purpose.
4. Increase the quality of the written and math components on science and social studies exit projects.
5. Continue using Team Teaching Initiative to reduce student-teacher ratio, improve quality of instruction, and to improve academic achievement.
6. Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.
7. Use the Santa Cruz Model to help administrators determine the individual professional development needs of each staff member.
8. Use the annual survey to determine the needs and interest of teachers for professional development.
9. Use formal and informal observations to determine critical areas of need and/or areas of mastery.
10. Gather, analyze and correlate above mentioned information and design an individualized professional development plan for each staff member.
11. Build capacity in the school by encouraging teacher leadership and investment in all areas of the organization including department facilitation, scheduling, budgeting, data management, and curriculum.
12. Allocate Title I, Title III, TL Students Fair Funding, and other grants to support these activities and to provide the necessary equipment, conferences, and consultants to support professional development opportunities for the entire faculty.
13. Use Circular 6 professional periods to build professional development activities into the teacher schedule.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Middle School 328 hires qualified educators who care about young people and who want to work in a collaborative environment. All of our teachers are New York State certified secondary teachers. In addition to their credentials, teachers are experienced in the balanced literacy and workshop models. All teachers are leaders in their subject area and have opportunities to share their special abilities, skills and teaching techniques in professional development sessions, demonstration lessons, department conferences, grade level meetings, National conferences, and Regional professional development for Principals. Furthermore, our teachers are computer literate with proven experience in implementing technology based lessons in their subject area as well as using student data found in the Grow Report, Princeton Review, anecdotal observations, class work, portfolios, and attendance records. Teachers are encouraged to use creativity and new teaching strategies to help students achieve their educational goals. Middle School 328 - in a three year plan - will include a "junior academy" which allows students to build study skills and a strong foundation across the curriculum and maintain the same teachers for sixth and seventh grade (two year looping).

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

This determination is not applicable to our school. We have a high percentage of committed math and ELA teachers who continue to be part of our community. The teachers at MS 328 undergo rigorous professional development both in-house as well as attend out-of-school conferences to enhance their teaching practices. In addition, through the iObservation, teachers engage in inter-classroom visitation where they observe each other's teaching practices and share at weekly subject conferences. The iObservation is instrumental in developing teachers' instructional practices and serves as a necessary tool that assists them in re-evaluating their instructional goals, modify accordingly, and seek ultimate student performance.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**Our school engages in the following in order to assess whether this finding is relevant to our school's educational program.**

- Use the Santa Cruz Model to help administrators determine the individual professional development needs of each staff member.
- Use the annual survey to determine the needs and interest of teachers for professional development.
- Use formal and informal observations to determine critical areas of need and/or areas of mastery.
- Gather, analyze and correlate above mentioned information and design an individualized professional development plan for each staff member.
- Build capacity in the school by encouraging teacher leadership and investment in all areas of the organization including department facilitation, scheduling, budgeting, data management, and curriculum.
- Continue designing a school master schedule that allows teachers to receive and/or provide professional development.
- Allocate Title I, Title III, TL Students Fair Funding, and other grants to support these activities and to provide the necessary equipment, conferences, and consultants to support professional development opportunities for the entire faculty.
- Use Circular 6 professional periods to build professional development activities into the teacher schedule.
- Continue our partnership with higher education organizations such as Harvard University, NYU, Museum of National History, City College, etc.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Professional development sessions using internal and external (consultants) resources focused on the theory of inquiry, planning inquiry based lessons, and assessing outcomes.
- Intervisitations focused on the development of inquiry based instructional tools. Teachers will study each other's curriculum and observe classes.
- Debriefs will focus on the continuing development of inquiry-based teaching strategies.
- Inquiry based lessons will be collected in each department as a resource to teachers.
- Formal observations targeted on assessing the integration of inquiry-based lessons into the curriculum.
- Learning walks
- Mentoring
- Study groups
- Inter-visitations
- Team Teaching
- Sharing of best practices

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers are given access to all student data inclusive of the type of program in which the ELL student is enrolled. Each teacher receives a data CD inclusive of personalized data for each of their students along with a student goals form. These items will facilitate the teacher's conference with students as they share their individual data, set learning goals, benchmarks, and establish a realistic timeframe for student accomplishments. Individual teacher meetings will be scheduled with the principal in order to provide feedback and/or professional development in order to meet our students' needs more effectively.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- Make the usage of ARIS system part of our regular practice.
- Use the results of predictive assessments in ELA and math to help us understand student progress and to make informed instructional decisions to address individual students' needs.
- Use results of Accelerated Reader program to determine students' progress in reading comprehension.
- Use the results of Accelerated Math program to determine students' progress in mathematics.
- Use the data gathered by EXC-ELL to determine student progress in vocabulary development.
- Schedule Low Inference observations to targeted students to determine their performance in the classrooms and what strategies work for them.
- Data team will collect the above mentioned data, analyze, correlate, and disseminate to the faculty.
- Continue offering opportunities to teachers to collaborate by scheduling department and grade conferences as well as promoting study groups.
- Allocate Title I, Title III, TL Students Fair Funding, and other grants to support these activities and to purchase the necessary equipment to facilitate the use of data.
- Professional development sessions focused on building capacity in the use of software and internet based resources for the collection, organization, and analysis of student data. Agendas and sign in sheets documenting such professional development opportunities will be on file.
- Design lessons that will address the individual needs of students as a direct outgrowth of our data analysis.
- Design individualized interventions to meet the needs of students as a result of data analysis.
- With data analysis as a foundation, offer after school and Saturday programs based on our assessment of the need for student interventions and enrichment.

- Through data analysis, document skills and content where students are making progress as well as areas requiring more attention.
- Where student success is found, teaching methodologies and curricular tools that support progress will be identified. This "positive approach" will tie particular instructional techniques to student progress. These techniques will be documented and become part of a resource tool kit available to all teachers.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Professional development on reading and understanding student's IEP's is provided for our special education teachers. Teachers have access to in-house and out of state professional development opportunities as well as meet on a weekly basis as a special education committee and PPT committee to review and discuss and provide updates on students. In addition, we have also included our special education social studies teacher as well as our ELA teacher to partake of our balanced literacy professional development in the content areas with JDL. As previously described in section IV of the CEP, JDL employs differentiation reading instruction in the content areas for ALL students with special focus on our bilingual special education population. The program uses technology, exposes our students to conduct research, engages our student to write, and promotes independent learning amongst our special education students.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As indicated in part 6.1, our special education students are exposed to the same curriculum as the general education students (obviously with required modifications). It is our belief that, while they hold and IEP, our special education students can and often perform well academically and on standardized tests.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

Teachers are given access to all student data inclusive of IEP’s. Professional development on reading and understanding student’s IEP’s is provided. Also, staff meets on a weekly basis as a special education committee and PPT committee to review, discuss and provide updates on students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Data is constantly used to review student’s progress as well as discussed during our weekly meetings. As a result, we are able to make necessary recommendations as indicated in finding # 6, 6.3 and 6.4, where our special education students are exposed to a variety of learning strategies that will strengthen their reading comprehension.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

We have approximately 7 students in temporary housing.

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

Students in temporary housing will receive the same services as described on pages 31, 42, and 46 with special attention to student portfolio, formative and summative assessments, provide intervention services which include after school program, Saturday Academy, tutorials, advisory, and counseling services as needed.

### **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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.