



M.S. 302 LUISA DESSUS CRUZ

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: M.S. 302 LUISA DESSUS CRUZ
ADDRESS: 681 KELLY STREET
TELEPHONE: 718-292-6070
FAX: 718-401-2958

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320800010302 **SCHOOL NAME:** M.S. 302 Luisa Dessus Cruz

SCHOOL ADDRESS: 681 KELLY STREET, BRONX, NY, 10455

SCHOOL TELEPHONE: 718-292-6070 **FAX:** 718-401-2958

SCHOOL CONTACT PERSON: ANGEL RODRIGUEZ **EMAIL ADDRESS** ARodrig9@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Albania Cabrera

PRINCIPAL: ANGEL RODRIGUEZ

UFT CHAPTER LEADER: Lantya Gray

PARENTS' ASSOCIATION PRESIDENT: Hallie Castillo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** CFN 608

NETWORK LEADER: RUDY RUPNARAIN

SUPERINTENDENT: TIM BEHR

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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Angel Rodriguez	Principal	

* 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.

The Luisa Dessus Cruz Middle School (MS 302) is located in the Southern part of the Bronx. MS 302 serves students in grades 6—8 with a total population of approximately 730 students. About 20% of our student population lives in temporary housing or a shelter in our community. MS 302 is a central part of the community to many of the students and their families. One third of the school's population (approximately 300 students annually) consists of transients. MS 302's student population is changing almost continually, a fact that creates unique challenges for the administration and faculty.

The school building is an early twentieth century five-story edifice that is well kept. Pride in student accomplishment is evident throughout the building by prominently displayed student work.

MS 302 has three themed vertical academies whose composition consists of small schools where students, teachers and parents can build trusting relationships. It is our goal to ensure that all students receive a solid foundation in all of the core subject areas, including social studies and science.

Some of our greatest accomplishments over the last couple of years are: building a strong and dedicated staff; making the school a welcoming and inviting community; building a safe, orderly, and positive learning environment; building a clinical/therapeutic school setting; development of curriculum maps; and the improvement of the quality of teaching and learning in our school.

MS 302 has also made great strides incorporating technology into the classroom. There are 3 iMac computer laboratories located in the building, in addition one iMac desktop in every classroom, as well as a MacBook laptop for each educator. Furthermore, there are 6 laptop carts available for use by all teachers: equipped with iPads. In early 2008, we began installing SMARTBoards into classrooms; as of September 2009 there will be **45 SMARTboards** in the school. We are also using SMART document cameras, Senteo quiz equipment, and have just purchased a SMARTtable for use with the special education population. We have subscriptions to a number of websites to enhance instruction, including United Streaming and Brainpop. A technology consultant is also available to provide professional development on such topics as blogging, webquests, podcasts and digital lesson planning.

In summary, MS 302 is an empowering school community of diverse and collaborative members dedicated to achieving high standards of excellence for all of our students. As we move through the challenges of the 21st century, our rigorous, differentiated instruction in all content areas, will create, develop, and nurture an environment of social, civic, and technological skills for our students to utilize in a global community.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		M.S. 302 Luisa Dessus Cruz								
District:		8	DBN #:		08X302	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<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 checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			88.6	89.8	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0						
				Student Stability - % of Enrollment:						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 2		0	0	0			94.5	92.00	TBD	
Grade 3		0	0	0						
Grade 4		0	0	0						
Grade 5		0	0	0						
				Poverty Rate - % of Enrollment:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Grade 6		278	261	243			95.5	92.1	95.9	
Grade 7		293	266	271						
Grade 8		268	265	263						
Grade 9		0	0	0						
				Students in Temporary Housing - Total Number:						
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
Grade 10		0	0	0			18	85	TBD	
Grade 11		0	0	0						
Grade 12		0	0	0						
Ungraded		2	3	4						
				Recent Immigrants - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
Total		841	795	781			32	29	16	
				Special Education Enrollment:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Suspensions: (OSYD Reporting) - Total Number:					
<i>(As of June 30)</i>		2007-08	2008-09	2009-10						
# in Self-Contained Classes		89	93	94	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		37	49	42	Superintendent Suspensions		9	7	TBD	
Number all others		58	59	66						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10						
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		0	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		37	57	25						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:			
# receiving ESL services only	122	117	170	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	17	18	69	Number of Teachers	74	72	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	23	TBD
				Number of Educational Paraprofessionals	9	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	19	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	75.7	75	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	52.7	58.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	77	83	TBD
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.2	94.6	TBD
Black or African American	22.4	22.5	20.5				
Hispanic or Latino	76.1	76.5	78.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.5	0.1				
White	0.7	0.4	0.4				
Multi-racial							
Male	49.5	48.2	46.5				
Female	50.5	51.8	53.5				
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		
Years the School Received Title I Part A Funding:	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							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2 Basic		<input type="checkbox"/>					
<input type="checkbox"/> Comprehensive <input type="checkbox"/> Focused		<input checked="" type="checkbox"/>					
<input checked="" type="checkbox"/>							
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			

Science:	Y	Graduation Rate:					
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	Yes	√					
Limited English Proficient	Yes	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results - 2008-09				Quality Review Results - 2008-09			
Overall Letter Grade	A			Overall Evaluation:			
Overall Score	100			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	11.7			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	25			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	51.3			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	12			Quality Statement 5: Monitor and Revise			
Key: AYP Status				Key: Quality Review Score			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your 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?

The percentage of students attaining proficiency in ELA has dropped from 55% in 2009, to 19% in 2010. This was due to NYS raising the cut scores for meeting proficiency.

Furthermore, one third of the school's population (approximately 300 students annually) consists of transients. MS 302's student population is changing almost continually, a fact that creates unique challenges for the administration and faculty.

Some of our greatest accomplishments over the last couple of years are: building a strong and dedicated staff; making the school a welcoming and inviting community; building a safe, orderly, and positive learning environment; building a clinical/therapeutic school setting; development of curriculum maps; and the improvement of the quality of teaching and learning in our school.

According to the 2009-2010 Progress Report, on which we earned an "A," our school overall score for 2009-2010 is 67.1. Our school did better than 86% of all Middle schools citywide. MS 302's attendance rate was 90%. In the Student Performance area, the median student proficiency in ELA was a 2.50. In Math the median student proficiency was a 2.74. In the Student Progress area in ELA the percentage of students making at least 1 year of progress was 73.4%, which increased from 66.0% the previous year. In Math, the percentages of students making at least 1 year of progress was 68.6%, increased from 63.4% the previous year. These percentages were slightly lower than the percentage of progress in schools in our Peer Horizon, and these are areas in which we need to improve performance relative to our peer group.

According to our 2009-2010 New York State Report Card, all students, did not meet the AYP in ELA. We met our AYP in Mathematics, and Science. The subgroups of Limited English Proficient and Students with Disabilities did not meet the ELA AYP.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2011, all subgroups of students will show a 15% improvement in ELA performance as measured by the NYS ELA examination.	By June 2011, all subgroups of students will show a 15% improvement in ELA performance as measured by the NYS ELA examination.
By June 2011, to increase by 15% the number of students performing at or above Level 3 on all grades and in all subgroups, as measured by the NYS Math examination.	By June 2011, to increase by 15% the number of students performing at or above Level 3 on all grades and in all subgroups, as measured by the NYS Math examination.
By June 2011, to increase by 15% the number of all students performing at or above Level 3 in 8th grade, as measured by the NYS Science examination	By June 2011, to increase by 15% the number of all students performing at or above Level 3 in 8th grade, as measured by the NYS Science examination
By June 2011, all subgroups of 8th grade students will show a 15% improvement in Social Studies performance as measured by the NYS Social Studies examination.	By June 2011, all subgroups of 8th grade students will show a 15% improvement in Social Studies performance as measured by the NYS Social Studies examination.
To increase parental involvement in the school by 5% through increased parent attendance at parent workshops, parent/teacher conferences, orientation, PA meetings and school functions, as evidenced by attendance logs and communication records kept by the Parent Coordinator	To increase parental involvement in the school by 5% through increased parent attendance at parent workshops, parent/teacher conferences, orientation, PA meetings and school functions, as evidenced by attendance logs and communication records kept by the Parent Coordinator

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 2010-11 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, PLA, 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

ELA

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all subgroups of students will show a 15% improvement in ELA performance as measured by the NYS ELA examination.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development will continue to support teachers incorporating the common threads among subject areas. Team Common Planning (across content areas) will continue to be facilitated by the Literacy Coach. This program will enhance ELA skills. To improve vocabulary development and usage, and context clues, Vocabulary for Achievement workbooks will be utilized with all grades and subgroups during literacy blocks. To improve writing skills, Grammar for Writing textbooks will be utilized with all grades and subgroups during literacy blocks. The 100 Book Challenge will be used to improve reading comprehension with the Special Education population. On a quarterly basis, the literacy coach, AIS team, and Special Education Lead Teacher will review and analyze Acuity and Scantron results, and meet with classroom teachers in order to differentiate and drive instruction to lower the achievement gap. Teacher-guided, small reading and writing groups during literacy blocks in all general and special education classes will be used to differentiate instruction and improve literacy skills in all areas. Content area teachers will teach skills specific to the comprehension of expository text as measured by teacher-made, unit assessments. Classroom teachers will enhance ELA instruction by utilizing technology, such as SMARTboards, Senteo, Document Cameras, laptops, and the internet (United Streaming and Brainpop). Professional development for teachers on common grade levels and across grade levels. During these weekly sessions teachers will analyze student data and use various instructional tools in order to provide for academic rigor and differentiated instruction in their individual classrooms. Teachers will also review best practices to teach reading non-fiction, poetry, and the ELA test format. Target populations: SWD, ELLS Comprehension skills books for each skill will be utilized to differentiate instruction and target individual needs Test preparation books (Building</p>

	comprehension and Test Prep skills) will be used to prepare students for listening, editing, and paired passages Speech teachers will continue to provide at-risk skill services 2x a week for 40 minutes in the morning (language skills, reading comprehension and vocabulary) City Year will continue to provide tutoring and at-risk support
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	TL FSF, Title 1 ARRA SWP, SINI grant Literacy coach, AIS providers, classroom teachers, ESL teachers Instruction will be provided during the school day, extended day (37.5 minutes) after-school programs, and Saturday Academy
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Acuity data, Midterm exams and WRAP assessment results, 2011 NYS ELA assessment results, and teacher observations and assessments.

Subject Area
(where relevant) :

Math

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, to increase by 15% the number of students performing at or above Level 3 on all grades and in all subgroups, as measured by the NYS Math examination.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Throughout the school year, differentiating instruction within the whole group setting thereby targeting specific needs of students • Small group instruction within the whole group setting provided by classroom teachers and push-in AIS providers; progress will be assessed monthly • On a quarterly basis, the math lead teacher, Assistant Principal for the Science Math and Related Technologies Academy, and the AIS team will review and analyze Acuity and Scantron results, and meet with classroom teachers in order to differentiate and drive instruction to address areas of specific skill deficiencies • Classroom and technology teachers will continue to assist students in utilizing the Acuity website in order to view their test results and access

	<p>individual skills assignments to improve performance • Classroom teachers will enhance mathematics instruction by using technology, such as SMARTboards, Document Cameras, laptops, Impact Math software, and tutorials on Brainpop and other interactive websites • Professional development for teachers on common grade levels and across grade levels. During these weekly sessions teachers will analyze student data and use various instructional tools in order to provide for academic rigor and differentiated instruction in their individual classrooms. • In September 2011, one clear, well-defined writing structure/format will be applied to all content areas to improve content writing skills. • In September 2011, planning will be implemented across content areas to improve comprehension and usage of content vocabulary and writing skills Target populations: LEP, SWD</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1 SWP and Title III funds Tax Levy, PCEN Lead math teacher, AIS providers, classroom teachers Instruction will be provided during the school day, extended day (37.5 minutes) after-school programs, and Saturday Academy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity data, Midterm exams and WRAP assessment results, 2011 NYS ELA assessment results, and teacher observations and assessments.</p>

Subject Area
(where relevant) :

Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, to increase by 15% the number of all students performing at or above Level 3 in 8th grade, as measured by the NYS Science examination</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through inquiry-based instructional approaches all students, including LEPs and SWDs, in grades 6-8 will be involved in interactive labs. The utilization of various materials will allow students to explore the unknown by using the scientific method of learning. Cooperative learning, differentiated instruction in both whole-class and small group instruction will enable students to excel in their individual learning styles. Instruction will also include the following: • Teacher generated interim assessments on a weekly basis • Data analysis by classroom teachers and AIS providers • Test-preparation using unit tests and teacher created assessments throughout the school year • Science exit projects where students are required to become experts on a specific topic and are required to present orally to the class. This will be evaluated by classroom teachers • Cross-curriculum activities with ELA and math: *ELA teachers will work with science teachers to provide reading strategies for gaining greater science content understanding for test prep once a week. *Math teachers will work with science teachers to make connections with science and mathematical concepts on a weekly basis during common planning. • Science vocabulary among students will be improved through written vocabulary assignments and word recognition. Vocabulary will be assessed formally and informally through science jeopardy, word games, and teacher-made assessments. • Science instruction will be enriched through laboratory activities, the use of technology, and field trips. Each new topic will be introduced with a laboratory activity. Students will collect and analyze scientific data with hand held devices, probes, and data loggers. Real life science research, using GLOBE environmental studies and Urban Advantage programs, will provide a framework for 8th grade science exit projects. • Spiraling curriculum for grades 6, 7, and 8 • There will be an increase in the number of science periods for SWDs and LEPs. • Double-block lab time once a week in a central lab location for general education students. • Test prep 1x a week • Simulated performance and written exam (for both non-bilingual and bilingual students) Target populations: All students, ELLS, Black, Hispanic, SWDs, EDs</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>TL FSF, Title I SWP Science teachers, math, social studies, ELA, and technology teachers, AIS providers Instruction will be provided during the school day, extended day (37.5 minutes) after-school programs, and Saturday Academy</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Midterm exams and informal teacher exams.</p>

Subject Area
(where relevant) :

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all subgroups of 8th grade students will show a 15% improvement in Social Studies performance as measured by the NYS Social Studies examination.</p>
<p>Action Plan <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"> • In September 2010, MS 302 will implement a new Humanities curriculum for all grades to follow. Teachers will be required to follow the Humanities curriculum map (which incorporates the New York City Social Studies Scope and Sequence) in order to teach core content guided by essential questions, as well as to foster the transfer of reading and writing skills across content areas. Professional development has already been given out and will continue to support teachers incorporating the common threads among subject areas. Team Common Planning (across content areas) will also be implemented and facilitated by the Literacy Coach. • Teaching vocabulary, writing skills, and collaboration across content areas will be utilized to enhance achievement. • Preparation for the 8th Grade Social Studies Test workbooks will be utilized with all 8th grade students. • Professional development for teachers on common grade levels and across grade levels will continue. During these weekly sessions, teachers will analyze student data and use various instructional tools in order to provide for academic rigor and differentiated instruction. • Classroom teachers will enhance social studies instruction by utilizing technology, such as SMARTboards, Senteo, Document Cameras, laptops, the internet (Brainpop and United Streaming). • By June 2011, all subgroups of 8th grade students will show a 15% improvement in Social Studies performance as measured by the NYS Social Studies exam. • Humanities curriculum will continue for all grades • After school test prep 1x a week for 1 ½ (for both non-bilingual and bilingual students)
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>TL FSF, and Title 1 SWP TAH for staff development and educational Consultant for Humanities.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	10% to 15% gains expected.0
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Subject Area Parent Involvement
 (where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase parental involvement in the school by 5% through increased parent attendance at parent workshops, parent/teacher conferences, orientation, PA meetings and school functions, as evidenced by attendance logs and communication records kept by the Parent Coordinator
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Through a collaborative effort with administration, the Clinical/Guidance team, and other staff members information is distributed which is pertinent to parent/guardian in relation to the student's academic needs and expectations. • Create and/or assist in creating fliers/agendas and calendars that inform parents/guardians of school meetings, training orientations onsite/offsite. Monthly, assist the Parent Association and the Board in creating, translating and distributing fliers/agendas. • Assist the PA in allocating guest speakers for their meetings. • Translation for the PA President, Principal and guest speakers during meetings. The following SES programs will work in conjunction with our school, parents and students, Princeton Review, Champion Learning Center, Education Online, the NYC Learning Academy, and Test Quest. We are implementing orientation and ongoing recruitment during parents/guardians PA meetings, Parent/Teacher conferences, and incoming transitioning 6th graders meeting in collaboration with administration and staff of PS 62, PS 335 and PS 130, (our feeder schools). The following Community Based Organizations, (CBO) will assist MS 302's school community and the community at large in some of our school events this year: H.O.G.A.R. Inc. (local CBO that MS 302 donates funds to through Penny Harvest/Common Cents for their Senior Community Center), the Christmas Factory, (donation of decorative Christmas ornaments and trees), The Point, (guest speaker at our PA meetings), the P.A.L. (guest speaker), the NYPD/41st Precinct, (around the clock surveillance and conferences with and for our staff/students, school and community at large), City Year, Inc., (on site After school program and student advisory), City Harvest Organization, (staff donated canned goods for their Citywide food drive), the NYC Parks Department, (a collaborative effort wherein they supply MS 302 with recreational equipment for our school events), Bronx Works, Inc., (local CBO that

	<p>offers social services and literature to our parents/guardians for workshops), Vida Family Services, (CBO that offers social services and literature to our parents/guardians for workshops), the Bronx, Health Link, (local CBO that offers social services and literature to our parents/guardians for workshops), the US Census, (guest speaker at PA meeting), the Hunt's Point Work Force, (weekly distribution of available employment for our community at large), the Hunts Point Market, (donating fresh vegetables and fruits to the community at large and our school community for the MS 302/City Year Fall Harvest).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Title 1 SWP- The following Community Based Organizations, (CBO) will assist MS 302's school community and the community at large in some of our school events this year: H.O.G.A.R. Inc. (local CBO that MS 302 donates funds to through Penny Harvest/Common Cents for their Senior Community Center), the Christmas Factory, (donation of decorative Christmas ornaments and trees), The Point, (guest speaker at our PA meetings), the P.A.L. (guest speaker), the NYPD/41st Precinct, (around the clock surveillance and conferences with and for our staff/students, school and community at large), City Year, Inc., (on site After school program and student advisory), City Harvest Organization, (staff donated canned goods for their Citywide food drive), the NYC Parks Department, (a collaborative effort wherein they supply MS 302 with recreational equipment for our school events), Bronx Works, Inc., (local CBO that offers social services and literature to our parents/guardians for workshops), Vida Family Services, (CBO that offers social services and literature to our parents/guardians for workshops), the Bronx, Health Link, (local CBO that offers social services and literature to our parents/guardians for workshops), the US Census, (guest speaker at PA meeting), the Hunt's Point Work Force, (weekly distribution of available employment for our community at large), the Hunts Point Market, (donating fresh vegetables and fruits to the community at large and our school community for the MS 302/City Year Fall Harvest).</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>There has been a definite increase in our Parent/Guardian involvement this year as evidenced through the outcome of the Learning Environment Survey, the monthly Parent Association meetings and the HS Parent orientation meetings, the 8th grade informational meetings and other school events.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	175	150	0	0	200	0	100	25
7	150	125	0	0	40	0	0	10
8	125	135	240	0	25	0	0	12
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<input type="checkbox"/> <ol style="list-style-type: none"> 1) Read 180 – Classrooms equipped with technology to support 2) 100 Book Challenge- during classroom instruction 3) Rosetta Stone- Language development for ELL population 4) After school and Saturday instruction Test Prep – based on DI
Mathematics:	<input type="checkbox"/> <ol style="list-style-type: none"> 1) BrainPop – support during classroom instruction 2) Study Island- support during test preparation
Science:	<input type="checkbox"/> After school Test Prep in Science
Social Studies:	<input type="checkbox"/> Law Mock Trial Club- pull out program
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Student Advisory groups by City Year and school Staff – during instructional day
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> At risk counseling is provided once a week. These at risk sessions are provided for students on individual basis for a period of 30 minutes. If group of students are identified as exhibiting common behaviors and/or concerns, group counseling may be a possibility.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Columbia University interns work with students individually and in small groups to assist with improving students in all of their academic areas. Provide students with positive behavior, academics, and study skills by providing students with virtual “money” when they do well socially, emotionally, and academically.

At-risk Health-related Services:

Collaborated with school nurse to ensure and provide daily, on-going assessment of health related services (i.e.: Diabetic students, Asthmatic students, and students with Seizure disorder) on an on-going basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP 162

Non-LEP 564

Number of Teachers 4

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

□

Luisa Dessus Cruz, Middle School 302 is located in the southern part of the Bronx. Our middle school services grades 6-8. Over 10% of our student population lives in shelters within the neighborhood. M.S. 302 is a central part of the community many of the students and their families.

Luisa Dessus Cruz, Middle School 302 serves a population of approximately 726 students from culturally diverse backgrounds; our student population is almost exclusively Hispanic and African American. Additionally 22% of the students are English Language Learners (ELL), with Spanish as the dominant Language among the majority.

In regards to the English Language Learners population, our school presently serves 162 ELL students. The configuration of the classes of ELLs are as follows: 1 Self-contained 6th grade ESL class with 31 students; 1 Self-contained 7th grade ESL class with 32 students; 1 Self-contained 8th grade ESL class with 29 students. In addition we have two bilingual Special Education classes and an 8th grade CTT Bilingual class. In the Special Education Bilingual classes with 9 students in the 6th grade, 6 students in the 7th grade and 2 students in the 8th grade. In the CTT bilingual class, there are 3 Special Education Bilingual students and 2 Bilingual students.

We also provide Pull-Out ESL services for ELLs in classes other than ESL and main stream Pull-Out ESL services for Special Education students. The students in regular classes are the following: 48 students in 6th grade; 54 students in 7th grade; and 43 students in 8th grade. The Special Education students are in the following grades: 5 students (all X-coded) in the 6th grade; 11 (all are X-coded) students in the 7th grade; and 7 (all are X-coded) students in the 8th grade. The X-coded ELL students do not receive services but take the NYSESLAT in May.

Title III Program Description

Our English Language Learners actively participate in the BESARS Saturday Academy under Title III. In this program, students are serviced as follows; one hour of ESL and NYSESLAT test preparation, one hour of ELA and one hour of MATH. The program will be offered to all ELLs in grades 6-8. There will be a total of 9 groups of 10-15 students in each grade 6-8. They will be served by certified ESL/BL content area teachers and ESL certified teachers. The program will be from February to May for 12 weeks, it will be for three hours each session. The focus of the program is ELA, Math and NYSESLAT test prep. Students will rotate to each class for one hour each day. Students will work in small groups to be able to focus on the individual needs based on ELL data. Title III will purchase materials to support this program such as:

- NYSESLAT Practice materials
- Math Supplementary materials

- Leveled Libraries
- Multicultural Libraries
- Content Area Libraries
- Bilingual Translation Dictionaries
- Supplies – notebooks, chart tablets, paper, folders, etc.

A supervisor will be paid with Title III funds to ensure quality instruction, professional development activities, and a safe environment for the students, parents and staff.

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.



Professional development opportunities are offered to all teachers of ELLs. All teachers received the mandated chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2008-2009. Focused Professional Development will be provided by an outside presenter knowledgeable in the area of instructional needs for English Language Learners. The Consultants three professional development workshops will be on instructional known needs areas for ELLs such as:

- Scaffolding, ESL methodology
- NYS Standards
- Data driven instruction for ELLs.

The following topics are covered during the school year 2009-2010 by the school bilingual coordinator, literacy coach and assistant principals:

- September Workshop Model- Balanced Literacy and Humanities Curriculum Map
- October-November Common Core Standards
- December Assessment ELLS-Acuity
- January Impact Math
- November-May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups
- September-June ESL Methodologies and Strategies
- October-May Using Data to Drive Instruction
- February-May NYSESLAT and ELA Assessment
- October-May Study Groups – using “Scaffolding Language Scaffolding Learning” by Pauline Gibbons
- September-May Placement of ELLs

Section III. Title III Budget

School: **08X302**
 BEDS Code: **320800010302**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$18,324	<input type="checkbox"/> BESARS Saturday Academy Professional Development for Teachers
Purchased services - High quality staff and curriculum development contracts	\$3,054	<input type="checkbox"/> Literacy Educational Consultant
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$9,162	<input type="checkbox"/> NYSESLAT Practice materials, Math Supplementary materials, Leveled Libraries, Content area libraries, Bilingual Translation dictionaries, and general supplies
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	0	<input type="checkbox"/> n/a

TOTAL	0	
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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

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.

The need to provide translation oral or written for our parents is assessed at the initial interview when they come to enroll their child. The need to provide translation is an ongoing assessment at MS 302.

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.

Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school: Parents Orientation for ELLs spearheaded by the Bilingual Coordinator, Meetings spearheaded by Parent Coordinator, Parent Teacher Conferences and Parent Association Meetings.

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.

Parents in need of translation services will receive both written and oral interpretation at the school. Translated written documents will be sent home as needed. This service is provided in-house by the school staff.

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.

Oral interpretation will be provided to parents during parent-teacher meetings, or during any school meeting the parent may have at the school. Written translation will be provided to non-speaking parents in their native language when needed. This service will be provided in-house by the school staff. Oral translation is provided to our students for testing purposes by in-house school staff when available, any other board of education personnel, or outside consultant if and when needed.

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>.

MS 302 will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will post a sign in the lobby and main office that indicates the availability of interpretation services in the necessary languages. The school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. All forms pertaining to MS 302's educational policies, events and documents will be translated into the necessary languages for parents.

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 2010-11:	939,597	147,476	1,087,073
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,395	0	9,395
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	94,607	*	
4. Enter the anticipated 10% set-aside for Professional Development:	116,560	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school years:
100%

6. If the percentage of high quality teachers during 2009-2010 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.

n/a

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

Middle School 302 agrees to implement the following statutory requirements:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including

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

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.

attached

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

see needs assessment

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Refer to Academic Intervention Services and Action Plans

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

refer to academic intervention services and action plans

o Help provide an enriched and accelerated curriculum.

refer to academic intervention services and action plans

o Meet the educational needs of historically underserved populations.

refer to academic intervention services and action plans

o 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.

refer to academic intervention services and action plans

o Are consistent with and are designed to implement State and local improvement, if any.

refer to academic intervention services and action plans

3. Instruction by highly qualified staff.

Instruction by highly qualified staff is ensured by the following: school-based professional development, weekly common planning periods, “Lunch-and-Learn” programs, and support given by AUSSIE and educational consultants, lead teachers, and EAGSolutions technology support formal and informal observations by administration, professional development through the CFN.

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.

High quality and ongoing professional development is provided by: school-based professional development, weekly common planning periods, “Lunch-and-Learn” programs, support given by educational consultants, lead teachers, EAGSolutions technology support, and professional development through the CFN.

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

School Administration attends job fairs, interviews teachers from highly recommended programs, such as Teach for America (TFA).

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

refer to parental involvement policy, school parent compact, and parental involvement action plan.

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.

n/a

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.

refer to needs assessment and action plans. also refer to question # 4- professional development

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.

refer to AIS and action plans

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.

MS 302 has hired a SW who will coordinate these efforts

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.
n/a
2. Ensure that planning for students served under this program is incorporated into existing school planning.
n/a
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;
n/a
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
n/a
 - c. Minimize removing children from the regular classroom during regular school hours;
n/a
4. Coordinate with and support the regular educational program;
n/a
5. Provide instruction by highly qualified teachers;
n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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: Restructuring (Year 1)
 Comprehensive **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

NYS ELA

Hispanic, SWD, LEP and ED

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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

The following strategies will be: Small group instruction, itemized Acuity data analysis to plan for differentiated instruction, use technology to motivate and support classroom instruction, 100 Book Challenge, Rosetta Stone, and Read 180 to use to support classroom instruction for specific subgroups (LEP and SWD)

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

EAGSolutions- Technology Consultant

1. CURRICULUM DEVELOPMENT

- Enhance the curriculum maps for all subjects with technology-integrated projects.
- Create technology-integrated projects to enhance each unit of the curriculum.
- Work with lead teachers to help them develop, implement and share technology-integrated projects with all staff in their department.
- Identify and suggest technology projects and programs that will fulfill the needs of each particular department

2. TEACHER DEVELOPMENT

- **Project Planning and Development**
 - Facilitate the development of cross-curricular, technology-integrated projects by identifying interested teachers and arranging time for them to work together.
 - Work with lead teachers during common planning and on prep periods to coordinate cross-curricular, technology rich projects.
 - Assist teachers in the creation of large scale, project-based activities that incorporate best practices and incorporate technology whenever possible.
 - Work with teachers to develop lesson plans to support the larger project goals.
- **Teacher Training**
 - Provide one-to-one training of teachers during prep periods or arranging for training of teachers on software or web-based programs that the school has purchased, including how to effectively use these tools in your classroom to enhance instruction.
 - Provide one-to-one training of teachers during prep periods or arranging for training of teachers in the use of the SMART Board, SMART Notebook software, SENTEO interactive response system, SMART Document camera, and the SMART airliner.
 - Identify teachers who can provide training to other teachers and arranging these workshops.
- **Teacher mentoring**
 - Partner with teachers to help them become more proficient in the use of instructional technology, planning and implementation of project-based learning, classroom management, lesson planning, and teaching literacy through technology across curricula. Teachers who are not yet proficient in the use of instructional technology will be targeted.
 - Services include:

- Comprehensive technology training in all aspects of using technology both for instruction and general use
 - in-classroom visits/ co-teaching
 - planning meetings during prep periods and after school
 - arranging for teachers to visit master teachers in the school
- **Workshops**
 - Hold regularly scheduled professional development workshops on how to incorporate technology into instruction with an additional focus on the pedagogy of teaching with technology. The topics for this proposed contract will include, but are not limited to:
 - SMART Board training
 - SMART Notebook software training
 - The one-computer classroom,
 - Blogging
 - WIKIs
 - Unitedstreaming
 - Teaching with laptops
 - iChat
 - Videoconferencing

Educational Consultant-

Professional Development Support 2010/2011

1. Support the Lead Teacher Literacy and Lead Teacher Math to address schools goals
2. Support AP's; Lead Teachers; and all instructors to understand and implement the CCSS
3. Provide support for non literacy teachers to address reading and writing standards within their subject domain
4. Assist all teachers to align existing curriculum documents with the CCSS
5. Provide professional guidance to support the after school guided reading initiative
6. Provide classroom support for ESL and Special Needs teachers, to ensure that initiative identified in the DINI grant are being implemented
7. Continue the push for rigorous instruction in magnet classes by modeling strategies to engage students in higher order critical thinking
8. Ongoing improvement of data driven instruction
9. Present half day and full day workshops addressing such topics as "CCSS"; "Guided Reading"; "Reading and Writing in the Content Areas".
10. Assist Principal with preparation for the SQR

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

We have experienced teachers who provide mentoring support to less experienced teachers. Lead Teachers in Literacy and Math will also serve as mentors.

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.

PTA meeting and school letter

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

32

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

The school provides support services through community based organizations in their neighborhoods, i.e., food pantries list, clothing drives, free clinic services etc.

Part B:

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).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
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 your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_08X302_102810-150423.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District 08	School Number 302	School Name Luisa Dessus Cruz
Principal Angel Rodriguez	Assistant Principal <i>type here</i>		
Coach Elizette Estrella-Ball	Coach <i>type here</i>		
Teacher/Subject Area <i>type here</i>	Guidance Counselor <i>type here</i>		
Teacher/Subject Area <i>type here</i>	Parent Hallie Castillo		
Teacher/Subject Area <i>type here</i>	Parent Coordinator Neida Villafane		
Related Service Provider <i>type here</i>	Other <i>type here</i>		
Network Leader Rudy Rupnarain	Other <i>type here</i>		

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	726	Total Number of ELLs	162	ELLs as Share of Total Student Population (%)	22.31%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.)
6. 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.

When a new student arrives at MS 302, the bilingual/ESL coordinator reviews the Home Language Identification Survey (HLIS) for eligibility. If the student is determined to require services as per the LAB-R/Spanish, the parent or guardian is immediately informed. They are then required to attend an orientation for parents of ELLs. During this orientation, parents or guardians are informed through a power-point presentation, pamphlets and a Department of Education video of the various ELLs programs available for their children, especially those available for their children at MS 302. Upon receiving their information on the various educational programs for ELLs, parents/guardians are then asked to make a program selection. Information is always presented to parents in both languages. After reviewing the parent survey and Program Selection Forms for the past several years, parents' first selection has been the Transitional Bilingual Program followed by the ESL Program as their second choice. Parents seem to be satisfied with the programs available to their children at MS 302.

Over the past 5 years (Spring 2006, Spring 2007, Spring 2008, Spring 2009 and Spring 2010), students' English language proficiency has been measured through the NYSESLAT. In general, students in grade 6-8 achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the Reading modality. The writing modality throughout all grades, illustrated an even lowered proficiency gain. Yet, our students have demonstrated a great increase between the levels of English proficiency.

At MS 302, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, in September 2010, our parents received a parent orientation informing them of the various programs we have available for our ELL students. Parents were also invited to "Greet and Meet", a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child's progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents' leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy.

The implication for Language Allocation Policy and instruction at MS 302 are for all ELL students, especially our newly arrived ELL students to be encouraged to speak though task-oriented situations in order to interact and communicate with peers and adults. Listening activities (note taking, following spoken instruction), and sources such as videos and audios (book on tape), will continue to be utilized. Reading and Writing strategies for developing and improving English proficiency levels include guided, shared, and independent reading and writing (small group, peer grouping, student-teachers conferencing) in order to develop and enhance language proficiency.

Part III: ELL Demographics

A. ELL Programs

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

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	40
SIFE	20	ELLs receiving service 4-6 years	54	Long-Term (completed 6 years)	48

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			4		2	9			5	0
Dual Language										0
ESL	60	18	4	54	2	12	48		6	162
Total	60	18	8	54	4	21	48	0	11	162

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	6	2					17
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	9	6	2	0	0	0	17						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							48	54	43					145
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	48	54	43	0	0	0	0	145

Part IV: ELL Programming

A. Programming and Scheduling Information

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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. 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). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

In regards to the English Language Learners population, our school presently serves 162 ELL students. The configuration of the class of ELLs are as follows: 1 Self-contained 6th grade ESL class with 31 students; 1 Self contained 7th grade ESL class with 32 students; 1 Self contained 8th grade ESL class with 29 students. In addition, we have two bilingual Special Education classes. In the Special Education Bilingual classes there are 9 students in the 6th grade, 6 students in the 7th grade and 2 students in the 8th grade.

We also provide Pull-Out ESL services for ELLs in classes other than ESL and main stream Pull-Out ESL services for Special Education students. The students in regular classes are the following: 48 students in 6th grade; 54 students in 7th grade; and 43 students in 8th grade. The Special Education students (all X-coded) are in the following grades: 5 students in grade 6; 11 students in grade 7; 7 students in the 8th grade. The X-coded ELL students are served according to their IEP but take the NYSESLAT in May according to the NCLB requirements. All ELL students at MS 302 receive the required amount of minutes according to proficiency levels as required by the CR-Part 154. In addition, students in the Special Education transitional bilingual class (TBE) receive Native Language Arts in Spanish according to the CR-Part 154 requirements.

(see sample student schedule)

As mentioned above, there are 2 Special Education Bilingual classes at MS 302, which consists of our beginning and low intermediate English proficient students. Spanish and English are the language of instruction in the Special Education bilingual classes. Students in the beginning level of English proficiency receive daily 60% (190 minutes) of instruction in their native language and 40% (126 minutes) in English instruction. Students in low intermediate level of English proficiency receive 50% (158 minutes) of instruction in Spanish and 50% (158 minutes) of instruction in English. Students also receive four periods of Native Language Arts and English Language Arts daily per week. The same is applicable to the Special Education students respectively.

The school's transition plan for transitional bilingual students who reach proficiency on the NYSESLAT and are transferred to monolingual classes is to provide an additional year of ESL support services. In addition, they participate in MS 302's Academic Intervention Program to ensure that they reach the highest academic achievement. The same is applicable to the special education students respectively. At MS 302 there are 3 freestanding ESL classes. English is the language of instruction. The ESL classes consist of high-intermediate level of English proficiency receive weekly 8 periods (360 minutes) of instruction in ESL. Advanced students receive 4 periods (180 minutes) of instruction in ESL. Advanced students receive 4 periods (180 minutes) in ELA. The same is applicable to the Special Education students respectively. Bilingual, ESL and ELA teachers at MS 302 work collaboratively. There are scheduled common preparation periods and grade conferences during which they do common planning, inter-visitation, learning walks and plan for future professional development according to the school needs of assessment. ESL bilingual teachers at MS 302 hold either ESL or content area credentials.

In an effort to develop the language skills, and fluency of our ELLs population at MS 302, we use the Workshop Model which follows all the balanced literacy components, (research-based), such as read aloud, shared reading/writing, independent reading/writing, and guided reading/writing. In addition to the model we incorporate audio/visuals, listening centers, big books, charts, graphic organizers, and manipulative. The content area in the bilingual classes are taught using the following scientific based approach: A. Walqui's Model of Scaffolding, Basic Interpersonal Communication Skills (BISC); Cognitive Academic Language Learning Approach (CALLA), by A.Chamot and M.O'Malley.

In every classroom at MS 302, you will find differentiated instruction in order to meet the very needs of the ELLs population. Teaching strategies used to meet the different needs of our ELLs students are: modeling, contextualization, metacognition, total physical response, repetition, hands on instruction, small group instruction and individual instruction and pairing.

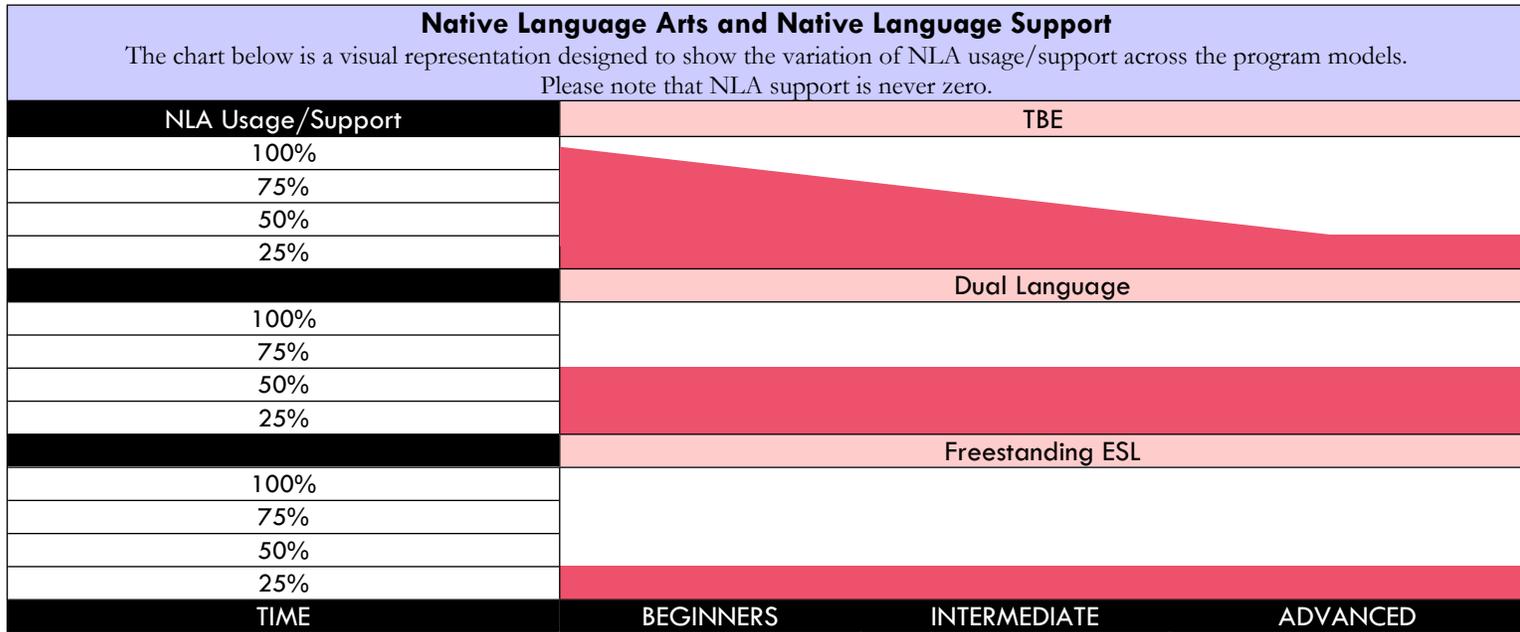
Furthermore, during the school year 2009-2010, our school provides ongoing small group instruction to all of our students. Our English Language Learners actively participate in the BESARS Saturday Academy under Title 3. In this program, students are serviced as follows: one hour and a half of English as a Second Language, and one hour and a half of NYSESLAT test preparation.

Paste response to q

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development opportunities are offered to all teachers of ELLs. All teachers received the mandated Chancellor's professional development. In addition, classroom teachers receive site-based professional development throughout the course of the year 2010-2011. The professional development will be on instructional known needs areas for ELLs such as scaffolding, ESL methodology, NYS standards and data driven instruction for ELLs. The professional development will be provided by an outside presenter knowledgeable in area of instructional needs for English Language Learners. The following topics are covered in the school year 2010-2011 by the school bilingual coordinator, literacy coach and assistant principals.

- September Workshop Model – Balanced Literacy and Humanities Curriculum Map
- October – November Common Core Standards
- December Assessment ELLS-Acuity
- January Impact Math
- November – May Scaffolding strategies and classroom activities for ELLs, Language Allocation Policy Study groups
- September – June ESL Methodologies & Strategies
- October – May Using Data to Drive Instruction
- February – May NYSESLAT & ELA Assessment
- October – May Study Groups – using “Scaffolding Language Scaffolding Learning” by Pauline Gibbons

- September – May Placement of ELLs

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

At MS 302, we understand that parents are a great asset to our school. In an effort to bring our students to the next level of understanding, by September 2010, our parents will receive a parent orientation informing them of the various programs we have available for our ELL students. Parents are also invited to “Greet and Meet”, a monthly conference for parents to come and speak with teachers and administrators about any questions regarding the school curriculum and their child’s progress report. ELL parents are also welcomed to attend the BESARS Saturday Academy. This program will provide parents with ESL and Literacy classes. Further more, our Parent Coordinator in conjunction with the Parents Association offers throughout the year, numerous workshops and training to build our parents’ leadership skills by providing parents leadership workshops such as: High School Orientation Open House; Parents Participation in the School Leadership Team; Fund Raising Workshops, informing parents of citywide educational forums on ELLs issues, etc. Also, parents will be able to participate with their children in our school Game Night that will cover literacy, math and science jeopardy. Most of the parents of our ELL students need both written and oral interpretation in Spanish. These findings are assessed in the following settings and reported by teachers, coordinators and other staff at the school:

Middle School 302 agrees to implement the following statutory requirements:

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including

- That parents play an integral role in assisting their child’s learning
- That parents are encouraged to be actively involved in their child’s education at school
- That parents are full partners in their child’s education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

1. Middle School 302 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Middle School 302 and the Board of the Parents Association will join in the development of the school parental involvement plan.
- The Board of the Parents Association and other interested parents and children will form an ad-hoc committee to have meaningful consultation in the development of the school parental involvement plan.

2. Middle School 302 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parents will be invited to attend the Quality Review of the school.
- Parents will be active participants in the review.

- Parents will be made available for any questions from the reviewer.
- Parents will be part of any debriefing in regard to the school review.
- Parents will be part of the reviewer exiting report.

3. Middle School 302 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve students' academic achievement and school performance:

- The school, in conjunction with the Parent Association and the Parent Coordinator, will provide parents with needs assessments survey during PA meetings in order to assess their needs.
- The school in conjunction with the Parent Association and the Parent Coordinator will provide parents workshops as per indication on the survey.
- The school in conjunction with the Parent Association and the Parent Coordinator will provide parents with workshops to review and analyze the different students' assessment data (ELA, Math) to better understand what progress their children need to make.
- The school will program "Meet and Greet Nights" for parents to meet their children's teachers.

4. Middle School 302 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs.

5. Middle School 302 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The school, in conjunction with the Parent Association and the Parent Coordinator, will provide parents with an annual evaluation to assess the effectiveness of the Parent Involvement Policy whether it has helped in improving the quality of the school.
- The Principal or designee of the principal, the Parent Coordinator, and the PA President have the responsibility to oversee that this annual survey is conducted and analyzed in order to gather most needed information from our parents.
- The information will be both handed out and collected to our parents during a scheduled PA meeting, during which the survey will be explained. Translation will be made available. To insure a broader parent's participation it will be mailed with a stamped return envelope addressed to the school.
- The PA Board will in conjunction with some school staff will participate in analyzing the survey.

6. Middle School 302 will build school and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

- i. the State's academic content standards
- ii. the State's student academic achievement standards
- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	9	4					23

Intermediate(I)							15	16	21					52
Advanced (A)							29	29	16					74
Total	0	0	0	0	0	0	54	54	41	0	0	0	0	149

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							4	7	1				
	I							4	5	15				
	A							26	26	17				
	P							19	16	9				
READING/ WRITING	B							9	8	3				
	I							11	16	22				
	A							25	26	15				
	P							2	3	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	70	125	43	1	239
7	72	146	36	4	258
8	33	164	68	3	268
NYSAA Bilingual Spe Ed				4	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	60		99		59		29		247
7	35		95		91		41		262
8	33		145		83		11		272
NYSAA Bilingual Spe Ed							4		4

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed							1		1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other <u>Spanish Pr</u>	25		25	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Over the past 5 years (Spring 2006, Spring 2007, Spring 2008, Spring 2009 and Spring 2010), students' English language proficiency has been measured through the NYSESLAT. In general, students in grade 6-8 achieved at higher English Proficiency levels in the speaking and listening modality of the exam. Students scored lower in the Reading modality. The writing modality throughout all grades, illustrated an even lowered proficiency gain. Yet, our students have demonstrated a great increase between the levels of English proficiency. Students have a range of developed and prior knowledge experiences. These levels of skills in the native language are considered when preparing lesson plans in order to implement scaffolding strategies and activities to help build on literacy and academic concepts. Academic language development is achieved in a collaborative setting, where ELLs and teachers are partners in learning. Teachers provide scaffolding support that is responsive to the students' needs in developing academic language. The implications are for ELLs

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 302 Luisa Dessus Cruz					
District:	8	DBN:	08X302	School		320800010302

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.6	89.8	90.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	261	243	217				
Grade 7	266	271	244				
Grade 8	265	263	256				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	3	4	7				
Total	795	781	724				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.5	92.0	91.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	95.5	95.9	97.8

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	18	85	103

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	32	29	16

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	93	94	92	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	49	42	36	Superintendent Suspensions	9	7	5
Number all others	59	66	57				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	57	25	TBD	Number of Teachers	74	72	68
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	23	14
# receiving ESL services only	117	170	TBD				
# ELLs with IEPs	18	69	TBD				

These students are included in the General and Special Education enrollment information above.

(As of October 31)	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	9	8	21

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	19	71	% fully licensed & permanently assigned to this school	100.0	100.0	93.8
				% more than 2 years teaching in this school	75.7	75.0	75.0
				% more than 5 years teaching anywhere	52.7	58.3	69.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	83.0	91.2
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	82.2	94.6	72.5
Black or African American	22.5	20.5	21.4				
Hispanic or Latino	76.5	78.9	77.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.1	0.3				
White	0.4	0.4	0.7				
Male	48.2	46.5	50.0				
Female	51.8	53.5	50.0				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year				v	
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	67.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	41.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

MS 302 Parent School Compact 2010-2011

1. STUDENTS HAVE A RIGHT TO AN EDUCATION IN AN ENVIRONMENT CONDUCTIVE TO LEARNING.

- (a) Students have a responsibility to attend school punctually when required to do so.
- (b) Students have a responsibility to be prepared for class with the appropriate materials.
- (c) Students have a responsibility to strive for their highest possible level of academic achievement.
- (d) Students have a responsibility to exert constructive peer influence.
- (e) Students must follow the school's regulations regarding entering and leaving the classroom and the school.
- (f) Students have a responsibility to help to maintain and improve the school environment, respect school property, and exercise due care while in school facilities (i.e., school library, cafeteria, bathroom, auditorium, etc.)
- (g) Students have the responsibility to conduct themselves in such a way that they do not disrupt, distract or in any way interfere with the teaching and learning process.
- (h) Students have the responsibility to conduct themselves so that the safety of others is not jeopardized by their acts.
- (i) Students have the responsibility to follow the directions and instructions of school personnel in keeping with school rules.

2. STUDENTS HAVE A RIGHT TO KNOW WHAT IS APPROPRIATE BEHAVIOR IN THE SCHOOL ENVIRONMENT AND TO BE TREATED FAIRLY.

- (a) Students have a responsibility to read and abide by the school conduct and discipline code and any other document, which explains their rights and responsibilities as school citizens.

3. STUDENTS MAY EXERCISE THEIR CONSTITUTIONAL RIGHT TO FREE SPEECH.

- (a) Students must recognize that freedom of speech and press do not constitute license to interfere with the orderly operation of the school.
- (b) Students must respect the dignity, rights and written or verbal expression of others.
- (c) Students must refrain from libel, slander, profanity and obscenity in verbal or written form.

4. STUDENTS WILL ADHERE TO ACADEMY UNIFORM DRESS CODE. ANY STUDENT OUT OF UNIFORM WILL RESULT TO PARENT NOTIFICATION AND AFTERSCHOOL DETENTION

- (a) Students must observe the basic standards of cleanliness and good grooming.
- (b) Students must follow dress guidelines established for activities in the school gymnasium of physical education classes, shops and other special classes.
- (c) Students are to follow policies and procedures if the school implements a dress code.

5. STUDENTS HAVE THE RIGHT TO BE REPRESENTED BY AN ELECTED GOVERNMENT WHERE SUCH AN ORGANIZATION HAS BEEN ESTABLISHED.

- (a) Student representatives should work with school personnel, the student body, and the school community to identify areas of student responsibility to be covered by this code.
- (b) Student representatives have the responsibility to be knowledgeable concerning school rules and procedures and for following them.
- (c) Student government has a responsibility to keep the student body informed in a responsible manner.
- (d) STUDENTS HAVE A RIGHT TO PARTICIPATE IN THIS PROCESS.**

STUDENT BILL OF RIGHTS

“A bill of rights and responsibilities of students which focuses upon positive student behavior and which shall be publicized and explained to all students on an annual basis.”

Welcome to Middle School 302. Before you start school, there are a few things you should know about your new school.

Transportation

It is expected that students will behave properly on trains and buses. If public transportation to school is required you will be provided with a Metro Card. You are responsible for securing your Metro Card. Allow yourself sufficient time for travel in the morning. Frequent lateness is not acceptable. Students must not loiter in front of the school building upon arrival and dismissal.

Student Appearance

All students will come to school everyday properly dressed in academy uniforms. No hats, du-rags, mini skirts, halter tank tops, mid rift tops etc., are to be worn in school. Proper preparation at night will help you get an easier, quicker start in the morning.

Contraband

All regulations regarding possession of dangerous weapon or illegal substances will be enforced to the letter of the law. Don't bring them into the school building. There is no excuse that will be acceptable.

Behavior in Halls

All students are expected to conduct themselves like young ladies and young gentleman. There is to be no running, loud noises or fighting in the schools. Student bathrooms will be locked and will only be opened for students with a pass. Except during the change of periods, no student is to be found in the hallway without a pass. A pass is for your protection. Students are to travel with their class and teacher during transition.

Gossip

Mind your own business. Do not be a carrier of rumors. People who do this usually end up in trouble.

Morning Arrival

Students are to proceed directly to school in the morning. Do not lag in the park or in the front of the school building. Enter the school on time and go directly to class. Students arriving after 8:30AM will be considered late. Late students must enter through the main entrance on Kelly street and report to the auditorium. Late passes will be issued in the auditorium. Students will not be allowed to enter class late unless they have a late pass.

Student Work

In order to get good grades at Middle School 302, it is necessary that you do the following. Establish good classwork and homework routines. Develop good relations with staff and students. Follow directions. Be patient. It takes time to change.

Appointments

All students will be required to obtain a pass in order to see a counselor, speech provider, administration or any other support staff. Do not leave your class on your own without a pass. Teachers should check in the main office regarding absences of supportive staff. Try and arrange outside of school appointments after school hours. Remember, your success in school is dependent on your being present as often as possible. Those students who are in school regularly will learn more and be more successful. No student will be allowed to leave the building alone. Only an adult who is authorized to pick up the student may sign him/her out of the building.

Lunch Program

Lunch should be a nutritious and enjoyable experience. In order to provide this type of atmosphere, it is expected that each student will conduct herself/himself appropriately. Please speak to your child regarding appropriate behavior in the cafeteria. Snacks, such as potato chips, artificial juices, cookies, candy, soda and glass bottles are not allowed in school. Students are to remain seated at all times in the cafeteria unless directed to do otherwise. Good manners and courtesy are expected at all times. During dismissal from the cafeteria all students are expected to line up and leave with their class and teacher. All students are responsible for discarding their garbage and for keeping their eating area clean. Students who repeatedly break rules will be asked to return to school the following day with a parent. A parental conference will be

held. An outcome of this meeting may require the parent or guardian to sit with the student at lunchtime. Otherwise, parents are not permitted in the cafeteria during breakfast and/or lunch.

Immunization

New York State Public Health Law (Section 2164) mandates that any new entrant into a school district be immunized against polio, measles, German measles rubella, mumps and diphtheria. The health law also states that, should these requirements not be complete, the child must be excluded from attending school until all required immunizations are complete.

Student Progress

Students will receive progress reports every eight weeks throughout the school year. Report cards are issued approximately every ten (10) weeks. Conference appointments with teachers may be made by calling the main office for an appointment or by writing a note to the teacher. You will be notified by the teacher via phone or by mail of any unsatisfactory work.

Visitors

All visitors must use the front entrance. Upon arrival, all visitors must stop at the security desk and sign the school log. Visitors will be directed to wait in the auditorium. The main office will be notified as to the purpose of all visits. Administration will be notified of all visitors in the school and the purpose of their visit. Visitors will not be allowed to interrupt while instruction is in session.

Face to Face Letter

Face to Face letters or any type of school documentation, requires filling out a form requesting the information. This form must be requested **THREE DAYS** in advance. **NO LETTER WILL BE GIVEN ON THE SAME DAY OF THE REQUEST.** The form letter can be requested in the main office.

Medication

Students are never to bring any medication to school. This is for the safety and protection of your child as well as other children. If your child is taking medication or uses an inhaler, a 504 Medical Authorization form must be completed by the doctor. This completed form must be submitted to the school principal for approval of administration of medication. Forms can be obtained from the school nurse.

Child Abuse/Neglect

By law, evidence of possible child abuse, maltreatment or

neglect must be reported to ACS. It is our hope that no child from MS 302 will ever be abused, maltreated or neglected. In the event that such acts are brought to our attention, we will follow the law.

Emergency Cards

In each school year in September, all parents are required to fill out a blue emergency card. These cards must have a place where parents can be reached: home number, work number, and two emergency contacts (who are friends or relatives that live nearby), who can be called in case of an emergency. **The school will only release a child to an adult whose name appears on the blue emergency card.**

If someone comes to pick up a student and whose name does not appear on the blue emergency card, the custodial parent must notify the main office. This individual must show I.D. Students will not be released to unauthorized individuals.

Parent-Teacher Relationship

Student success is dependent upon the close cooperation of teachers and parents. The staff at MS 302 is anxious to learn about each individual student, as well as, suggest ways to assist your child at home. Therefore, we encourage ongoing dialogues between the school and home. Parents are encouraged to come in and inquire about their individual child's progress as well as school events.

Parent Association

MS 302 Parent Association meets once each month in the school auditorium. All meetings will be announced. Parents interested in working on a Parent Association committee please contact the Parent Association via the Parent Association mailbox in the main office. Parents are cordially invited to attend all Parent Association meetings and programs.

School Leadership Team

MS 302 has developed a collaborative team consisting of administrators, teachers and parents. This team will develop activities and suggest ways in which to connect the school and the home, for the benefit of the school community.

Parent Coordinator

A Parent Coordinator has been added to our school team. This individual will develop activities for parents to become involved in all aspects of school life. The Parent Coordinator is important for making the home-school connection.



DEPARTMENT OF EDUCATION OF THE CITY OF NEW YORK
Luisa Dessus Cruz, Middle School 302
681 Kelly Street
Bronx, New York 10455
718-292-6070
Fax # 718-401-2958

MR. ANGEL RODRIGUEZ, **PRINCIPAL**
MS. SOJOURNER WELCH-DAVID, **AP**

MS. NEIDA VILLAFANE, **PARENT COORDINATOR**

ASSISTANT PRINCIPALS
MR. LARRY THORNTON
MS. CHEVONNE SHARPE
MS. FELICIA GARRETT

School/Parent Compact for the School Year 2010/2011

The School Will

- Convene an annual meeting for the Title 1/PCEN parents to inform them of the special programs and their right to be involved.
- provide parents with timely information about all programs.
- provide high quality curriculum and instruction.
- assure that parents may participate in professional development activities if the school leadership team determines that it is appropriate (literacy classes, workshops on reading and mathematics strategies)
- schedule meetings throughout the school year, specifically on problems preventing children from attending school (housing, clothing, violence, etc)
- provide parents with school's accountability system used to determine progress and student performance.
- provide parents with results of standardized tests and other data pertinent to the academic performance of students (Report Cards)
- provide a learning environment which sets high standards for all children.
- expose students to 21st century skills (technology, problem solving and critical thinking).
- provide a safe environment to learn.
- provide homework each evening that will reinforce concepts taught during the day.
- recognize student success by presenting awards to students achieving perfect attendance, honor roll, etc. Their names will

The Parents Will

- Share responsibility for improved student achievement.
- Communicate with the child's teachers regarding educational needs through:
 - review of student homework
- attending regularly scheduled conferences
- meeting with teachers throughout the year
- to keep abreast of on going progress
- review with students the School Code of Behavior and have students follow all school rules.
- send students to school rested, clean and prepared with supplies.
- provide a setting at home for the students to complete homework.
- take part in school and community programs that empower parents to participate in making educational decisions.
- volunteer time, skills or resources when needed.
- model in one's own life the behavior we wish to see in our children.
- reinforce at home the importance of acquiring knowledge, skills and values needed to function effectively in today's society.

be displayed on bulletin boards in the school.

Student's Name _____

Date _____

Parent's Name _____

Parents Signature _____

STUDENT RULES AND REGULATIONS

1. School begins at 8:20 a.m.; students entering the school after 8:30 a.m. will be considered late and will be required to fill out a late sheet. You will also be expected to serve detention from 2:40 – 3:50 p.m. and your parents will be called. If you cut class or are late to class without a valid excuse, you will serve detention.
 2. No beepers, cell phones, markers, matches, lighters, cigarettes, food, drinks of any kind and candy are to be brought to school. These items will be confiscated and not returned. No hats, tank tops, muscle shirts and inappropriate short shirts will be worn in school. If a walkman, CD player or I-pod is brought to school, it will be collected and stored at the student's risk. No student is permitted in the halls or anywhere else in the school without a pass.
 3. Any controlled substance (drugs) or weapon of any kind warrants an immediate suspension and police will be notified. Gang colors, beads, du-rags and any other gang related paraphernalia will not be allowed in school.
 4. **IF YOU ARE CAUGHT PULLING THE FIRE ALARM BOX, YOU WILL BE SUSPENDED AND THE POLICE WILL BE CALLED. YOU COULD FACE MISDEMEANOR CHARGES.** No violent behavior, sexual harassment toward any student or staff, throwing of food and/or objects, fighting in school, graffiti, tagging or destruction of school property will be tolerated. If involved in this type of negative behavior, you will face serious consequences and the police may be contacted.
 5. If you leave the school without permission you must return with a parent or legal guardian the next day. Your parents and the police will be notified.
 6. During transition (the time between the changes of periods) students are to travel to their next class with their class and teacher.
 7. **ALL CRIMES** will be reported to the police. Students will be respectful to all students and staff and follow **ALL** staff directives.
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-

Student Signature

Parent/Guardian Signature

I have received a copy of these rules and they have been explained to me.

STUDENT SUGGESTIONS FOR GETTING ALONG BETTER WITH OTHERS

- MIND YOUR OWN BUSINESS
- KEEP ON THE RIGHT TRACK. REMEMBER, YOU ARE IN SCHOOL TO LEARN.
- LISTEN TO STAFF DIRECTIVES AND ASK QUESTIONS IF YOU DON'T UNDERSTAND.
- STAY IN CLASS AND DO YOUR BEST. WE DO NOT EXPECT YOU TO BE PERFECT.
- DON'T BRING YOUR STREET BUSINESS INTO SCHOOL.
- DON'T BRING CONTRABAND INTO SCHOOL (WEAPONS, DRUGS).
- EAT ANY FOOD OR CANDY PRIOR TO ENTERING THE SCHOOL BUILDING.
- DON'T BRING LARGE AMOUNT OF MONEY OR VALUABLES TO SCHOOL.
- NOTHING IS TO BE SOLD TO ANYONE IN THE SCHOOL WITHOUT PRIOR ADMINISTRATIVE APPROVAL.
- ARRIVE TO SCHOOL AND CLASSES ON TIME. DO NOT CUT CLASS.
- USE THE BATHROOM FOR THE RIGHT REASON. BATHROOMS ARE NOT FOR HANGING OUT, OR WRITING ON THE WALLS.
- LIMIT YOUR WRITING TO NOTEBOOKS AND PAPER. THE HALLWAY WALLS, BULLETIN BOARDS AND STAIRCASES ARE NOT FOR WRITING GRAFFITI.

REMEMBER WE DO PROVIDE AN ART PROGRAM FOR THOSE INDIVIDUALS WITH A NEED TO DISPLAY THEIR ARTISTIC TALENTS.

