



**THE BRONX SCHOOL OF SCIENCE INQUIRY AND  
INVESTIGATION/MS 331**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 10X331**

**ADDRESS: 40 WEST TREMONT AVENUE, BRONX, NY 10453**

**TELEPHONE: 718-583-4146**

**FAX: 718-583-4292**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** X331      **SCHOOL NAME:** The Bronx School of Science Inquiry and Investigation

**SCHOOL ADDRESS:** 40 West Tremont Avenue, Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-583-4146      **FAX:** 718-583-4292

**SCHOOL CONTACT PERSON:** Serapha Cruz      **EMAIL ADDRESS:** Scruz3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dillon Prime

**PRINCIPAL:** Serapha Cruz

**UFT CHAPTER LEADER:** Aurekis Jaar

**PARENTS' ASSOCIATION PRESIDENT:** Athena Rosa

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** CFN 12

**NETWORK LEADER:** Emily Sharrock

**SUPERINTENDENT:** Sonia Menendez

**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/rdonlyres/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
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

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

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

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**The Bronx School of Science Inquiry and Investigation/MS 331 is a dynamic learning community. Through creative programming we aim to meet the academic, social and emotional needs of each individual student. All students are known by every staff member. The strong climate of collaboration is evidenced by teachers planning together, involving themselves on inquiry teams, visiting each other's classrooms and by support staff meeting regularly to discuss social/emotional needs of students. School leaders and faculty regularly collect and analyze data, reflect upon practice and implement procedures to positively impact student outcomes. Organizational decisions support the creation of an engaging curriculum that emphasizes power standards, builds on research findings and fosters inquiry. Purposeful reflection allows us to evaluate our curriculum and set and review differentiated learning goals for teachers and students.**

**Mission: The Bronx School of Science Inquiry and Investigation will promote and nurture wonder and curiosity.**

**Vision: Be curious!**

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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					
<b>School Name:</b>	The Bronx School of Science Inquiry and Investigation				
<b>District:</b>	10	<b>DBN #:</b>	10X331	<b>School BEDS Code:</b>	321000010331

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					92.7	94.1	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					94.6	94.0	TBD		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	126	119	124	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	174	133	113		93.0	91.0	TBD		
Grade 8	188	163	133						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					13	63	TBD		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					8	8	8		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	67	43	36	Principal Suspensions	31	70	TBD		
No. in Collaborative Team Teaching (CTT) Classes	15	45	48	Superintendent Suspensions	32	24	TBD		
Number all others	41	36	26						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	78	81	71	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	17	29	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	39	37	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	17	15	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	3	TBD
	4	5	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.0	Percent more than two years teaching in this school	25.6	35.1	TBD
Black or African American	32.0	29.7	30.3	Percent more than five years teaching anywhere	17.9	18.9	TBD
Hispanic or Latino	66.2	68.4	68.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	0.9	0.8	Percent Masters Degree or higher	41.0	32.0	TBD
White	0.4	0.7	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.5	93.4	TBD
Multi-racial							
<b>Male</b>	56.4	57.5	55.4				
<b>Female</b>	43.6	42.5	44.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			✓
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	X	ELA:	
	Math:	✓	Math:	
	Science:	X	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	X	✓	X				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	X	✓					
Asian or Native Hawaiian/Other Pacific Islander	—	—					
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓sh	✓	—				
Limited English Proficient	✓sh	✓	—				
Economically Disadvantaged	X	✓					
<b>Student groups making AYP in each subject</b>	3	6	0				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	w
<b>Overall Score</b>	87.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	w
School Environment (Comprises 15% of the Overall Score)	13.3	Quality Statement 2: Plan and Set Goals	w
School Performance (Comprises 25% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	45	Quality Statement 4: Align Capacity Building to Goals	w
Additional Credit	7.5	Quality Statement 5: Monitor and Revise	w
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/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 school's 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?
- 

### What student performance trends can you identify?

1. Students in all four content areas are improving. We attribute this to our school-wide goals of improving teacher planning to improve student achievement, revising our feedback methods so that student have an opportunity to relearn material until they reach mastery, and having students self-reflect and be engaged in setting learning goals for themselves.

The table indicates the percentage of students at each grade level and for each content area that had a 70% or higher for the 4<sup>th</sup> marking period. In each grade level and each content area this was above the goal of 60%.

**Percent of Students Scoring 70% or Higher**

	<b>Science</b>	<b>Math</b>	<b>Social Studies</b>	<b>ELA</b>
<b>6<sup>th</sup> Grade</b>	<b>91%</b>	<b>92%</b>	<b>93%</b>	<b>67%</b>
<b>7<sup>th</sup> Grade</b>	<b>88%</b>	<b>86%</b>	<b>75%</b>	<b>79%</b>
<b>8<sup>th</sup> Grade</b>	<b>77%</b>	<b>71%</b>	<b>66%</b>	<b>87%</b>

We are still awaiting our SY 2009-2010 state test scores to determine student performance and progress trends. We have disaggregated the initial data to inform our work with ELL and SpED students. We did notice a trend in closing the gap between our ELA and Math scores. In the past our math scores have been nearly three times higher than our ELA scores. Based upon the initial data we may have closed this range.

### Students who did not meet promotional criteria

ELA

Class	Gen Ed. Did not meet/Total	SpEd Did not meet/Total	ELL Did not meet/Total
601	1/18	2/12	2/4
602	6/19	3/11	0/1
603	0/29	1/1	0/4
604	2/29	N/A	1/3
605	N/A	2/2	2/2

678	N/A	3/4	N/A
701	1/13	7/14	1/4
702	2/26	1/8	0/2
703	2/23	0/4	0/2
704	9/26	1/1	6/15 and 4/15 w. no score
678	N/A	1/3	1/1
801	1/16	9/14	2/3
802	1/25	0/6	N/A
803	3/25	3/6	2/4
804	3/27	1/2	3/5
678	N/A	4/6	N/A

Math

Class	Gen Ed. Did not meet/Total	SpEd Did not meet/Total	ELL Did not meet/Total
601	2/18	3/12	1/4
602	3/19	4/11	0/1
603	3/29	1/1	1/4
604	4/29	N/A	2/3
605	N/A	2/2	2/2
678	N/A	4/4	N/A
701	0/13	7/14	3/4
702	2/26	0/8	2/2
703	1/23	0/4	1/2
704	9/26	1/1	8/15
678	N/A	1/3	1/1
801	3/16	12/14	2/3
802	2/25	0/6	N/A
803	7/25	2/6	2/4
804	1/27	1/2	2/5
678	N/A	6/6	N/A

**What have been the greatest accomplishments over the last couple of years?**

- Teacher retention. We have three new staff members, only one is in their first year of teaching. Two years we had eleven new staff members.
- Schedule changes. Everyone has a full teaching schedule and a circular six responsibility. Nearly all teachers are involved in professional collaborative planning for their circular six period, every day for sixty minutes. Teaching periods are one hour long for all subject areas and the extended time period is used for small group literacy instruction.
- Formalized rituals and routines. Several events have become part of the school culture and will be repeated again this year; Turkey Bowl, staff potluck, staff retreat, instructional cabinet retreat, Spirit Week, Super Scholar quarterly events, credit recovery program, etc
- Enhanced teacher planning. Teachers have improved their unit UBD planning and daily planning to include more opportunities for students to be engaged in higher-order tasks and to produce more work on a daily basis. We use a rubric to assess the quality of unit plans and another rubric to assess the quality, variety and effectiveness of formative assessments in daily lessons.

- We have begun the work necessary to move to 'mastery based grading'. Teachers now provide feedback related to learning targets and most teachers provide an opportunity for students to revise their work to master the learning targets.

### **What are the most significant aids or barriers to the school's continuous improvement?**

- Student achievement in ELA. We have been identified as a SINI school due to the results of student achievement on the state ELA exam. Our Latino students and economically disadvantaged students both missed their AYP targets. We have scheduled everyone in the school to be in small literacy groups for the 37.5 minutes as well as made professional development decisions based upon this challenge.
- During our SQR we realized that we need to focus on creating a consistent grading system that is clear to students. Upon further investigation we realized that not only was our grading system not clear but the expectations for student learning were not clear either. This informed our goals this year around improving lesson planning. We know that if we begin with clear learning goals than students will realize what is expected of them to learn. When they self-assess or the teacher assesses their work it will be directly aligned to the learning targets. The feedback and the grades on their work will reflect how well they have mastered the learning targets. We still need to work toward developing more quality assessments to inform grading.
- Each year our teachers begin curriculum planning all over again. This year we decided to focus on how to create engaging, standards-based units using the Understanding by Design model. We plan to keep an archive of all of the units and the assessments so that they can be revisited next year, used for financially planning for materials and assist teachers who may be new. We now have a curriculum map and will work to revise it so that it is aligned to the new Core Standards.
- Student social/emotional development. Many of our students do not have short term or long-term plans for high school, college or careers. We added an advisory program this year to assist them in this process. We held a retreat in June with our staff and made plans for how to strengthen our advisory program for SY 2010-2011.

## 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.

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### SY 2010-2011 Goals

- 1. Assessment- Develop strong performance tasks and rubrics in UBD plans**
- 2. Assessment- Formalize formative assessment by developing qualitative/cornerstone tasks for every department**
- 3. Instruction- Use student data to inform instruction (including interest surveys, learning styles, modification needs and developmental/readiness levels)**
- 4. Instruction- Ensure that daily student tasks are at a high level on Bloom's Taxonomy**
- 5. Curriculum- Develop a curriculum map that incorporates the new core standards for ELA and Math**

**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Assessment-</b> Develop strong performance tasks and rubrics in UbD plans as measured by our UbD rubric and unit summative assessment data.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>-Teachers will meet with department supervisors to review current UbD unit plans and specifically discuss the performance tasks and the rubrics used to assess the task. -Teachers and department supervisors will use our UbD rubric to assess the effectiveness of the task and the rubric. - These reviews will happen at least a week before the unit is to be taught.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>-Each Assistant Principal is a department supervisor. We do not have coaches but rather APs. -Teacher salaries are also necessary. -The scheduling of the Circular 6 period as Professional Development builds in time for the two to meet.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>-Each supervisor will have a UbD rubric for each teacher in their department. We will measure progress as each unit is taught using the UbD rubric. - Student mastery of learning targets, assessed on the performance task, should become greater if the task is aligned to teaching throughout the unit and the rubric criteria is clear to students in advance. Therefore, unit summative assessment data will be an indicator of progress.</p>

**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Assessment-</b> Formalize formative assessment by developing qualitative/cornerstone tasks for every department</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>- Teacher, department supervisor and consultant teams will meet to develop cornerstone tasks for grades 6 - 8 in each department</li> <li>- Teachers will run the assessments with students three to four times per year</li> <li>-The content team will meet to discuss the results of the assessments and how it will inform future instruction</li> <li>-Teachers will conference with students based upon the results of the assessments</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>- AUSSIE consultant salary</li> <li>- Teacher per session salary to develop assessments</li> <li>- Time for team to meet based upon Circular 6 professional period</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>- The rubric to assess the assessment tasks will remain the same for all three/four assessments. We should see individual student growth on the rubric after each assessment, if instruction is tailored to the results of the assessment.</li> </ul>



**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Instruction-</b> Use student data to inform instruction (including interest surveys, learning styles, modification needs and developmental/readiness levels) as evidenced by Danielson rubric in the domain of planning and preparation and also by unit summative assessment data</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>-Teachers will meet with department supervisors to review current UbD unit plans and specifically discuss how the unit incorporates the interests of students, learning styles, modification needs of ELLs and SpEd students and individual readiness levels. - These reviews will happen at least a week before the unit is to be taught.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Each Assistant Principal is a department supervisor. We do not have coaches but rather APs. -Teacher salaries are also necessary. -The scheduling of the Circular 6 period as Professional Development builds in time for the two to meet.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>-Each supervisor will have a UbD rubric for each teacher in their department. We will measure progress as each unit is taught using the UbD rubric. - Student mastery of learning targets, assessed on the performance task, should become greater if the task is aligned to student interest, learning style and level of readiness. Therefore, unit summative assessment data will be an indicator of progress. -Every teacher is assessed using Charlotte Danielson’s rubric for Professional Teaching Standards. Teachers who have not reached proficient or higher in Planning and Preparation will receive an action plan for support.</p>



**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Instruction-</b> Ensure that daily student tasks are at a high level on Bloom’s Taxonomy</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>- Teachers have been incorporating the Bloom’s Wheel for writing formative assessment tasks into daily lessons. Now we will be asking them to self-assess which level of Bloom’s their daily lessons fall under.</li> <li>- Teachers will self-assess at their unit planning meeting the level of Bloom’s in the knowledge, skills and performance task section of their unit plan.</li> <li>- Supervisors and guests will be performing monthly instructional rounds and will look specifically at the level of the task that students are being asked to do</li> <li>- The end of the instructional rounds day each month will be writing an action plan of next steps to move instruction to higher levels</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>- supervisor and teacher salaries</li> <li>- Time for teachers and supervisors to meet created by Circular 6</li> <li>- Time for Instructional Rounds team to meet once per month</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Each month the Instructional Rounds team will collect data on the level of the task students are being asked to do. This data will be used to make organizational decisions and plan next steps which will move instructional tasks to higher levels. We will measure progress based upon if the number of higher-level instructional tasks is improving.</p>



**SECTION VI: ACTION PLAN**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Curriculum-</b> Develop a curriculum map that incorporates the new core standards for ELA and Math</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>- Literacy and Math teams will attend professional development sessions in the summer of 2010 on the new core standards sponsored by our Network          -Teacher, department supervisor and consultant teams will meet to review current curriculum map and revise according to new core standards in math and literacy          - These same teams will attend an end of the year retreat to assess the effectiveness of the units and ensure vertical and horizontal alignment of standards</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>- Per session for Literacy and Math teams</li> <li>- Resources on the Core Standards</li> <li>- Time to meet as created by Circular 6 in the schedule</li> <li>- Cost of the retreat</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>- Vertical and Horizontal alignment of Core Standards that is inclusive and doesn't overly focus on one standard</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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

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

**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	16				25	6		
7	16				19	6		
8	18				27	7		
9								
10								
11								
12								

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Read 180/Reading and writing in small groups, focus on comprehension strategies, independent reading with intervention conferencing, guided reading. One hour per day, 5 days per week. Spell Read; Group of five, focus on decoding, one hour, 5 days per week.</b>
<b>Mathematics:</b>	
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Social skills and anger management sessions. Individual and group counseling crisis intervention, behavior modification plans, bereavement support, support services for students in foster care, stress management, intake from suspensions, etc. High School articulation and college readiness.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Small group and individual counseling services; family counseling</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>One-to-one (individual) and small group counseling; conflict resolution/peer mediation. Services are provided during the school day.</b>
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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**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:** 81 **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** 1      **Other Staff (Specify)** \_\_\_\_\_

**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.

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All 81 of our ELL students in grades 6 -8 are invited to participate in two unique programs that are tailored to their specific needs. Our Zero Period takes place two days a week (Wednesdays and Thursdays) from 7:15 – 8:15 until June and our Saturday School program (10 total Saturdays) provides our ELLs with an additional 240 minutes a week of ESL instruction. Both programs will utilize Achieve 3000, Rosetta Stone, Classroom Inc., PRIDE News (newspaper program) and NYSESLAT test support. Achieve 3000 is a computer software program that differentiates reading and writing for English Language Learners, meanwhile building technology and computer skills. Classroom, Inc. is a technology program that engages students in computer simulations of authentic workplaces. Students acquire cross-curricular competencies as they meet typical challenges of a day at work. Additionally, through this virtual experience, students’ decision-making career role is extended through a variety of activities in which they apply standards-aligned skills. Our Saturday program will engage students in a robust digital newspaper program called PRIDE News. This online newspaper will include blogs, video reporting, podcasts, and traditional sections. Topics to report on will depend on student interests so they have ownership over the ‘enews’. Each volume will have a central theme chosen by students that will center around school life, local community issues, and/or NYC events. They will learn the art of interviewing, various forms of writing and reporting for cover stories, and learn techniques in assembling the school newspaper online for real audiences (*the school and the community*). Students will meet with newspaper reporters and learn their craft by studying newspapers, both in print and online. Teachers will plan trips throughout the city to enable students to pursue real-world stories.

In addition to these programs, students will also prepare for the NYSESLAT exam. Test prep books, engaging unit plans, newspaper excursions, and engaging technology programs will support students’ language acquisition. Allocation for these programs and trips will be needed to enhance students’ knowledge and project based experience. Moreover, funds will be used to pay teachers per session to collaboratively plan for both Zero period and Saturday program.

Our rationale for these programs is that students will be learning in small groups and will receive targeted language instruction at their specific level. Zero period for ELLs including SIFE and LTEs is taught by an ESL certified provider. Our Saturday program is jointly taught by ESL and non-ESL certified teachers. Our Saturday School will also incorporate all of these programs, but will also include authentic field trips to expose students to experiential learning outside the classroom that is relevant. These learning experiences will further enhance students’ language acquisition.

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

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Our PD plan has specific learning goals for each program and is aligned to the school’s Strategic Action Plan for the year. An initial planning session will be held to share these goals and direction for these supplemental programs. All teachers involved in our Zero period program as well as teachers participating in the Saturday School will attend a one hour professional development session each month to disaggregate data from Achieve 3000, Rosetta stone, and Classroom, Inc. usage as well as formative/summative assessments. Teachers will learn effective ESL strategies for instructing ELLs. Additional ESL strategies, program logistics for Zero period & SAT, as well as the supplementation of materials will occur during the week. The school’s ESL supervisor, Roberto Padilla, will hold planning sessions on Tuesdays each month to support teachers in their preparation for Zero period and Saturday programs.

Our ESL consultant, Pablo Schelino will co-plan with our ESL teacher Lindsey Maehlum and hold PD sessions for content teachers to ensure that the students' needs are addressed. The ESL supervisor, Roberto Padilla, and Achieve 3000 specialist, Saki Dodelson, will support teachers with the language acquisition through technology.

The ESL teacher involved in Achieve 3000 will receive two full day professional development sessions with Achieve 3000 personnel (Saki Dodelon). She will get a one on one session for an hour as well as a group session with the assistant principal, principal, and ESL consultant. Moreover, these sessions also include classroom observations to support ESL instruction during the day, data report analysis, planning and preparation. Title III money will not be spent for these sessions as the professional development comes with the purchase of the program.

Pablo Schelino, an ESL consultant from Teaching Matters, will plan with teachers one on one or in small groups. Classroom, Inc. will support teachers by training them in person, providing user-friendly teaching and student materials for all types of learners, and by furnishing ongoing, on-site assistance.

**Saturday Program: rotation of content area teachers?**

**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>  <b>PD</b> <b>Classroom, Inc.</b> <b>Achieve 3000</b> <b>\$1000 – technology training for teacher and students</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

materials. Must be clearly listed.		<b>10 (ink cartridges)</b> <b>5 bindles or boxes of paper</b> <b>50 Journals</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>  <b>Rosetta Stone English stage 3 &amp; 4</b> <b>Achieve 3000</b> <b>Newspaper software?</b> <b>1 simulation of Classroom, Inc. (\$3000)</b>
<b>Travel</b>		<b>\$300 guided tour of Newspaper facilities/organizations (<i>this is to get an actual reporter to meet with the students</i>)</b>
<b>Other</b>		<b>(2) digital camcorders</b> <b>(10) Digital Cameras</b> <b>(10) Digital Tape Recorders</b> <b>Pod Casting equipment,</b> <b>10 Head Phones with microphones</b> <b>(2) IMacs – comes with video editing and publishing software (IWeb)</b> <b>Boom Mic (cost?)</b>
<b>TOTAL</b>		

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

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

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

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

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

**We use the ATS and Emergency Blue cards to determine which language the parents understand.**

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

**Our findings indicate that we need to provide both oral and written translation. Teachers received a memo in their faculty handbook which describes the procedures to translate home letters to Spanish, utilizing our parent coordinator, and also informing them of key personnel available to translate phone calls. We also have identified the languages other than English and Spanish that our students speak and we utilize the translation unit for school wide events and testing and utilize the phone resource when necessary.**

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

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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.

**We send all information (letters, calendars, etc.) in English and Spanish. We send out monthly mailings and we ensure that everything included in those mailings is in English and Spanish. We rely on the translation unit to provide material other than in English or Spanish.**

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.

The oral interpretation services are provided by the parent coordinator, school aides and parents volunteers. During meetings, such as Back to School Night and Café with Cruz, the parent coordinator wears a device that transmits the translation to the parents wearing the headsets.

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>.

We will provide assistance to parents requiring translation and interpretation services using the Translation and Interpretation Unit, school aides, parent volunteers and the parent coordinator. We will advise parents of the availability of this service and register for the Translation and Interpretation Unit's services upon learning of all upcoming meetings, events, or conferences where these services will be needed.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$404,428	\$114,175	\$518,603
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,044	\$1,142	\$5,186
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,221	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$40,443	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

The Bronx School of Science Inquiry & Investigation/MS 331  
School Parental Involvement Policy

**MS 331** in consultation with parents in Region 1 may use the information to be included in their Title 1 Parental involvement policy. Parent's are encouraged to include other relevant and agreed upon activities and actions as well that will support the affective parental involvement and strengthen student academic achievements in **MS 331**

## Part 1 ~ GENERAL EXPECTATIONS

**MS 331** Parental Involvement Policy must establish the expectations for parental involvement based upon the District Panel Involvement Policy. { *Section 1118 – Parental Involvement – (A) Local Educational Agency Policy – (2) Written Policy of ESEA* }

**MS 331** agrees to implement the following statutory requirements:

- **MS 331** will put into operation programs, activities, and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118 – Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents or migratory students. This will include providing information and school reports required under *Section 1118 – State Plans of the ESEA* in an understandable and uniform format and, including alternative formats upon require, to the extent practicable, in a language parents understand.

I.

- ▶ **MS 331** will involve the parents of children served in Title 1, Part A program(s) in decisions about how Title 1, Part A funds reserved for parent involvement is spent.

## Part II ~ DESCRIPTION OF HOW MS 331 WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

**Note:** **MS 331** Parental Involvement Policy must include a description of how **MS 331** will implement or accomplish each of the following components:  
{ *Section 1118 – Parental Involvement – (A) Local Educational Agency Policy – (2) Written Policy of ESEA* } This is a legal template the format of the school descriptions and format of how **MS 331** chooses to use, the following components of Title 1 for parent involvement.

1. **The Bronx School of Science Inquiry & Investigation/MS 331** will take the following actions to involve parents in joint development of the District Parent Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Education Agency Plans of the ESEA:
  - ▶ Involvement of parents with Learning Leaders organization
  - ▶ Involvement of school safety
  - ▶ Involvement of Title 1
  - ▶ Involvement of Parent Association
  - ▶ Involvement of School Leadership Team
2. The Bronx School of Science Inquiry & Investigation/MS 331 will take the following actions to involve parents in the process of school review and improvement under section 1116 – *Academic Assessment and Local Education Agency and Written Policy of the ESEA*:

- ▶ Meet with teachers regarding children's report cards
- ▶ Learning walks
- ▶ Open communication with Principal/Teachers/Parents
- ▶ Educational workshops for parents

II.

3. **The Bronx School of Science Inquiry & Investigation/MS 331** will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following programs:
- ▶ Instructional Reading/Writing Coach
  - ▶ Project Arts Program
  - ▶ Title 1 Math Coach
  - ▶ Educational Trips/Workshops
  - ▶ Parent Coordinator
  - ▶ Supplement Parent Teachers, Home Instruction Program
4. **The Bronx School of Science Inquiry & Investigation/MS 331** 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 the quality of its Title 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, and are of any racial or ethnic minority background.) **MS 331** will use the findings of the evaluation about its parental involvement policy and activities to design strategies for our parents and children at **MS 331**.

### General Title 1/Parent Association Meeting with Parents

- ▶ Letters will be in English/Spanish
  - ▶ Letters will be handed on time
  - ▶ Parents have access to the Parents' Room
  - ▶ Information table
  - ▶ Parent Coordinator
5. **The Bronx School of Science Inquiry & Investigation/MS 331** will extend feasible and appropriate, coordinate and integrate parental involvement programs and activities that will enhance our children and parent involvement:
- a. Conduct and/or encourage participation and activities for parents
  - b. Parent Resource Room
  - c. Parents support and fully participate in their children's education
  - d. Parent Teacher encouragement program at home/school

III.

6. **The Bronx School of Science Inquiry & Investigation/MS 331** will take the following actions to ensure that the information related to the school and parent – programs, meetings and other activities that is sent to the parents of MS 331 Title 1 participating children in a understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents can understand:

- ▶ Workshops/Trips/Trainings
- ▶ Monthly parent meetings, Title 1, Parent Association
- ▶ Access to computer
- ▶ Activities, arts and crafts
- ▶ Instructional writing/reading
- ▶ Information on DOE

NOTE: This adoption may be placed on the School – Parent Compact may be included. It may also contain a tear off sheet for parents to sign that they have received the Policy and the School – Parent Compact and serve as documentation of the school’s parent involvement outreach.

This School Parental Involvement Policy and the School Parent Compact has been Developed jointly with, and agreed upon with parents of children participating in Title 1, Part A program, as evidence by \_\_\_\_\_.

This policy was adopted by the **The Bronx School of Science Inquiry & Investigation/MS 331** on this \_\_\_\_ day of \_\_\_\_\_, 2008, and will be in effect for the period of 2008-2009 school year. The school will distribute this policy to all parents of Participating Title 1, Part A children on or before 2008-2009 school year.

\_\_\_\_\_  
Principal’s Signature

\_\_\_\_\_  
Date

\* This template of our School Parent Involvement Policy is not an official State Education Department document.

**1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written

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

## The Bronx School of Science Inquiry & Investigation/ MS 331

### School Parent Compact

2009-2010

Each school receiving funds under Title 1, Part of the Elementary and Secondary Education Act (ESEA) must develop a written School-Parent Compact jointly with parents for all children participating in Title 1, 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-Parental Involvement – (b) School Parent Involvement Policy of the ESEA. The compact must outline how parents, the inter school staff, and the means by which the school and parents 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.

- The Bronx School of Science Inquiry and Investigation/MS 331 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Making time before and after school
  - During teacher's prep
  - During school hours
  - All appointments must be kept with teachers
  - Open house in October
  - Open school day or evening
- Parents opportunities to volunteer, participate in MS 331 to help with activities in the school
- Becoming a Learning Leader Volunteer
- By attending Title 1 meetings
- By attending Parent Association meetings
- Volunteer one day out of the week
- Become familiar with staff and administration
- Become part of the School Safety Plan

- Learn about School Leadership Team

### **Parent Responsibilities:**

We, as parents in MS 331, will support our Children's learning in the following ways at home:

- Supporting our children by making education a priority at home
- Making sure our children are on time and prepared everyday for school
- Monitoring attendance
- Talking with our children about his/her school activities everyday
- Scheduling daily homework time
- Providing an environment conducive for studying
- Making sure homework is completed
- Monitor the amount of television our children watch
- Making sure our children read for 45-60 minutes each night
- Reading together with our children
- Providing a library card
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Respecting the cultural differences of others
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the district either received by our children or by mail and responding appropriately
- Communicating positive values and character traits, such as respect, hard-work and responsibility
- Express high expectation to our children and offer praise and encouragement for achievement

### **Additional Required School Responsibilities (Requirements that the school must follow, but OPTIONAL as to being included in the school – parent compact)**

#### **The Bronx School of Inquiry and Investigation/MS 331**

- ▶ Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, on-going and timely manner
- ▶ Involve parents in the joint development of any school wide program plan, in an organized, on-going and timely manner
- ▶ Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. MS 331 will convene the meeting at a convenient time to all parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning, evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend
- ▶ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand
- ▶ Provide parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet

- ▶ On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestion as soon as practicably possible
- ▶ Provide each student an individual student report about the performance of their child on the State Assessment in at least English Language Arts and Mathematics
- ▶ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the **Title 1 Final Regulation (67 Fed. Reg. 71710, December 2, 2002)**.

## SIGNATURES

School Staff – Print Name                      Signature                                      Date

Parent(s) – Print Name

(NOTE: The NCLB law does not require school personnel and parents to sign the School Parent Compact. However, if the school and parents feel signing the School – Parent Compact will be helpful, signatures may be encouraged.)

\* This template of a School – Parent Compact is not an official State Education Department document.  
**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

### 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.  
**For SY 2010-2011 we will analyze the performance and progress of our entire student body and each of our subgroups in July/August of 2010. The data will inform our strategic planning process in August and also our Professional Development plan for the school year. During SY 2010-2011 each department will utilize interim assessment data to reteach content and to revise curriculum maps throughout the year. Our DY0 periodic assessments in math and ELA will incorporate the new Core Standards and are discussed in the goals and action plans of this plan.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

In SY 2010-2011 we will make several programmatic decisions to meet the needs of all our students. These include:

1. **An extended learning day for our 6<sup>th</sup> grade class, through our partnership with Citizen Schools. The extended learning day will assist students in the transition from elementary to middle school and provide assistance with learning targets that have not been mastered from the school day. It will also provide opportunities for students to be engaged in experiential learning and to be exposed to future career options.**
2. **37.5 min Reading Program: Due to our previous state test data on ELA we use our 37.5 min. program for small group reading tutoring. In this group students have individual reading conferences with teachers. Teachers develop individual reading plans for their students.**
3. **Read 180 and Spell Read Reading Intervention: Students who are still having difficulty with decoding are serviced by Spell Read program. Students, who are able to decode and read fluently and accurately but are having difficulty with reading comprehension, are in our Read 180 program.**
4. **Our math department organizes an annual 'coaching olympics'. During this session, students take an assessment on the grade level standards and then are organized into groups according to the results. The students who had mastered a standard are paired up with students who have not yet mastered the standard. The coaches are trained on how to teach the other students.**
5. **We have changed our grading and feedback systems toward a mastery-based program. Therefore, students and teachers regularly reflect on student mastery of learning targets and students are given an opportunity to revise their work until it has been mastered. This enables teachers to reteach material that has not yet been mastered.**
6. **Our Advanced ELL students will receive ESL instruction twice a week for one hour, before school. This will enable them to stay with their ELA class during the school day. Beginner and Intermediate ELLs will receive an ESL block every day. Our content area teachers will also be engaged in an inquiry group to use ESL methodologies in their classrooms.**
7. **Our weekly special education meeting allows us to discuss and make programmatic decisions that meet the individual needs of our special education decisions. We have self-contained and CTT classrooms. We also try to mainstream our self-contained students for part of the school day.**

3. Instruction by highly qualified staff.

**All of our content area teachers are highly qualified. Our theater teacher will be highly qualified for the SY 2010-2011.**

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.

**All of our teachers and supervisors attend daily professional development for one hour. For SY 2009-2010 we learned strategies for assessment/formative assessment strategies, lesson planning that enables us to collect formative assessment and new feedback and grading methods. During SY 2010-2011 our professional development plan will enable us to become more skilled at formative assessment, the use of cornerstone assessments and rubrics and building systems that allow for revision of student work. During SY 2010-2011, our paraprofessionals will be part of a weekly study group and will receive regular, effective feedback from supervisors. Many of our teachers are involved in a Network run Differentiation Study Group. This will be the third year we have participated in the study group so we will now have a core group of over 18 teachers that have learned specific strategies for differentiating their instruction.**

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

**We have stabilized our school. Two years ago we had a mobility rate of about 48%. This year, we only had one first-year teacher. Next year, we probably will have three new teachers to our school, none of which are first-year teachers.**

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

**Each department will build into their unit plans a mechanism to involve families. This may take the form of parallel learning experiences, celebrations, presentations, tutoring, etc. We have several school-wide events that involve parents, such a talent show, turkey bowl (adults vs. students football game), etc. We are hoping to expand these events next year. In cooperation with schools in our building we offer weekly English and GED programs to adults. Next year we will have a monthly series using Fred Jones resources to help parents/guardians with behavior and discipline of their adolescent child.**

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.

**Assessments are often written at department meetings. Teachers help design the DYO assessments. All teachers design UBD unit plans and these are assessed by department supervisors who provide feedback and revisions are made, the plans include performance assessments as well as other assessments. In SY 2010-2011 each teacher will have a data meeting with their department supervisor and discuss preliminary/diagnostic, formative and summative assessment data in each unit.**

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.

Teachers assess students regularly throughout a unit. They provide targeted assistance to students who have not shown mastery of content or process, through small group tutoring sessions. In SY 2010-2011 students will come to a Saturday intervention program for their subject. Any students who are not reaching 70% of the learning targets by mid-quarter are assigned to attend the reteaching day on the Saturday. When teachers feel that a student needs further assistance they refer the student to the Instructional Support Team (IST). The IST determines if the student's needs can be addressed by giving the teacher some instructional strategies to attempt or if the needs are more serious and we need to give the student additional academic intervention services. If the student does not show improvement with the AIS programs then the student is referred to the Special Education Team to determine if an evaluation may be necessary.

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.

We received a Violence Prevention allocation this year. We use this funding and the majority of our per session funding to offer enrichment opportunities before and after school. We have over 15 clubs offered each semester. Three days a week we offer a morning sports program before school and our clubs are offered four days a week after school. We have a Wellness Council that meets once a month with the School Food supervisor and the students are given food to sample and they give her suggestions for the cafeteria. This student-driven council is responsible for a salad bar and water jet being added to the cafeteria. Our guidance counselors, administrators and Deans work closely with members of ACS, Morris Heights Clinic (CBO) and the 46<sup>th</sup> precinct to provide support and information to students and families, including topics such as suicide prevention and cyber bullying. Our guidance department works with guidance counselors in and outside of our Network to develop a Middle School to HS to College planning continuum, which includes taking students to HS and to colleges.

## 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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 339,720	✓	Add Page #
Title I, Part A (ARRA)	Federal	✓			\$ 113,033	✓	Add Page #
Title II, Part A	Federal			✓	N/A	N/A	N/A
Title III, Part A	Federal	✓			15,000	✓	Add Page #
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 149,115	✓	Add Page #
Tax Levy	Local	✓			\$ 2,019,582	✓	Add Page #

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**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.

**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.

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

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

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

**ELA- Hispanic/Latino, Economically Disadvantaged and Students with Disabilities, SH was made by ELLS and students with disabilities**

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.

**Our Needs Assessment (Section IV) and our School Wide Goals (Section V) and Action Plans (Section VI) were written to improve achievement of all of our students and specifically for the subject of ELA for our Latino, Economically Disadvantaged and Special Education students. We also have inquiry groups which are focused specifically on these three subgroups in ELA and studying how to make sure they make at least one year’s progress this year. Programmatically, this year we have ALL teachers and guidance counselors working with small groups during the 37.5 minutes on reading and writing so that every child in the school is scheduled for small group ELA instruction. We also programmed our ELA period so that we could lower the class size at that time of the day.**

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

\_\_\_\_\_  
School Under Registration Review (SURR)

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.

**We are using an AUSSIE consultant and paying for the days with our 10 percent of Title I funds.**

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

**New teachers are paired with a mentor teacher. We do not have any new ELA teachers this year. All teachers work together at weekly ELA department meetings as well as with our AUSSIE and supervisor in charge of ELA. We have a very focused strategic action plan which guides our professional development plan. Teachers receive regular descriptive feedback from informal and formal observations. In addition, learning walks and one on one consultation with supervisors and consultants as well as other teachers.**

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.

**All parents received notification in May of the previous year. The top of the notification informed parents, in several languages, of how to receive the information in another language. The letter was also sent in Spanish. We held a parent meeting as well at the end of last year.**



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

*All SURR schools must complete this appendix.*

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

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

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

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

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

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)  
**8**
2. Please describe the services you are planning to provide to the STH population.
  - Counseling according to grade level for students who are identified as STH.**
  - Students would receive priority time in the wellness center to address issues pertaining to their housing status that might manifest itself in a behavioral or academic way.**
  - Set up meetings between the school, parent, and STH Liaison to periodically check in with parent to see what assistance is needed or to discuss behavioral and/or academic issues.**
  - Provide basic/emergency supplies to those who are STH (backpacks, school supplies, uniform assistance, etc.)**
  - Provide Transportation (metro cards/busing) once student is identified as STH.**
  - Work with Parent Coordinator to provide or research programs that may benefit highly mobile students.**

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	The Bronx School of Science Inquiry and Investigat					
<b>District:</b>	10	<b>DBN:</b>	10X331	<b>School</b>		321000010331

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(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		92.7	94.1	93.9
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	119	124	115				
Grade 7	133	113	123				
Grade 8	163	133	124				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	9	9	10				
<b>Total</b>	<b>424</b>	<b>379</b>	<b>372</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	94.6	94.0	93.3

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	93.0	96.0	96.0

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	13	63	29

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	8	8	8

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	43	36	22	Principal Suspensions	31	70	118
# in Collaborative Team Teaching (CTT) Classes	45	48	46	Superintendent Suspensions	32	24	19
Number all others	36	26	25				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	81	71	TBD	Number of Teachers	39	37	32
# ELLs with IEPs	17	29	TBD	Number of Administrators and Other Professionals	17	16	10

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

Number of Educational Paraprofessionals	1	3	11
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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
	4	5	28	% fully licensed & permanently assigned to this school	100.0	100.0	79.3
				% more than 2 years teaching in this school	25.6	35.1	65.6
				% more than 5 years teaching anywhere	17.9	18.9	28.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	41.0	32.0	53.1
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	83.5	93.4	70.4
Black or African American	29.7	30.3	29.3				
Hispanic or Latino	68.4	68.3	69.4				
Asian or Native Hawaiian/Other Pacific	0.9	0.8	0.8				
White	0.7	0.3	0.5				
<b>Male</b>	57.5	55.4	53.5				
<b>Female</b>	42.5	44.6	46.5				

#### 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

<b>SURR School (Yes/No)</b>		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					v
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	X	v					
<b>Student groups making</b>	<b>3</b>	<b>6</b>	<b>0</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	48.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**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 <b>CFN #12/Sharrock</b>	District <b>10</b>	School Number <b>331</b>	School Name <b>MS 331</b>
Principal <b>Serapha Cruz</b>		Assistant Principal <b>Roberto Padilla</b>	
Coach		Coach	
Teacher/Subject Area <b>Lindsey Maehlum/ESL</b>		Guidance Counselor <b>Angelica Ferreras</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>Jolane Toro</b>	
Related Service Provider <b>Fiordaliza Connell</b>		Other <b>type here</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>type here</b>	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>372</b>	Total Number of ELLs	<b>87</b>	ELLs as Share of Total Student Population (%)	<b>23.39%</b>
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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.

2 Paste response to questions 1-6 here

1. The school secretary does an initial screening of the family through an oral interview to identifying whether the student being admitted as a first time admit to New York City schools or whether the student is a transfer student from another NYC school. If the student is a transfer, the secretary checks ATS. If the home language survey is not identifiable in ATS or the student is new arrival to NYC, then the family will be given the HLIS. If ATS identifies that the student as entitled for English as a Second Language services, then the testing coordinators (Matt Lewis & Rod Rodriguez) prepare for the students to take the LAB-R within the mandated timeframe.

The Data specialist along with the principal, AP, and the ESL teacher hold several meetings to analyze the NYSESLAT results following the release of the results in NY Start and ATS. This review, reflection, and planning session take place in May/June and during the summer. Programmatic, curricular, and instructional decisions are made for this analysis.

2. Letters are mailed home describing each program. The Parent Coordinator holds two orientations (one morning/one evening) during the school year to provide additional information about the programs and answer any questions parents may have. Our phone system is utilized to invite parents in for the orientations, as well as inviting them to a meeting with the principal at her monthly brunch with the parents to get information about the three programs.

3. Both the school secretary and parent coordinator work collaboratively to back pack letters with students and use the postal service to send home letters. Moreover, they utilize School Messenger to inform parents about the pending letters will receive. Lastly, if there are families who still have not returned the letters, then the parent coordinator conducts an intensive telephone outreach with those families.

4.A. A meeting with the ESL coordinator from PS 306 (our feeder school in the building; shared campus) is arranged each year with the administration of MS 331 to learn about the incoming 6th grade English Language Learners. An examination of their school program and curriculum are discussed. At this meeting, the ESL coordinator from PS 306 hands over all the entitlement letters for this group of ELLs.

4.B. If the student is admitted to our middle school that did not attend the feeder elementary school in the building, then the school secretary checks ATS to learn whether the student is entitled for ESL services. Once the student's cum folder arrives to the school, the same secretary checks the home language survey to identify parental choice of program. \*\*An interview is arranged with the parent the same day of admittance to learn of the parent's choice. The Cum folder solely confirms what the parent indicates in the interview.

4.C. We receive program information, test results, and curricular recommendations. Moreover, the ESL department (AP, ESL teacher, and ESL consultant) use ATS reports (RLAT, RNMR) to analyze NYSESLAT results over time. Students' proficiency levels (modality) in reading/writing and speaking/listening are reviewed. Programmatic and instructional decisions (both during the school day and after school) are made after carefully examining these results.

5. 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.

Yes, each student in our Free Standing ESL program was placed in their class as per the request of parents.

Steps taken to annually evaluate NYSESLAT results:

1. Show case ESL classes for parents. Parents are brought to classes and encouraged to speak to teachers.
2. Program offerings will be show cased and explained at our PA meetings, breakfast with the principal, and parent coordinator orientations.

### A. ELL Programs

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

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>		
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12	<input type="checkbox"/>

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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							31	26	30					87
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	31	26	30	0	0	0	0	87

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	30
SIFE	11	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	15

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										0
Dual Language										0
ESL	47	10	10	25	1	12	15	0	5	87
<b>Total</b>	<b>47</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>1</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>5</b>	<b>87</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

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							31	23	27					81
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian									1					1
Other								3	1					4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>26</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>

Paste response to questions 1-4 here

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

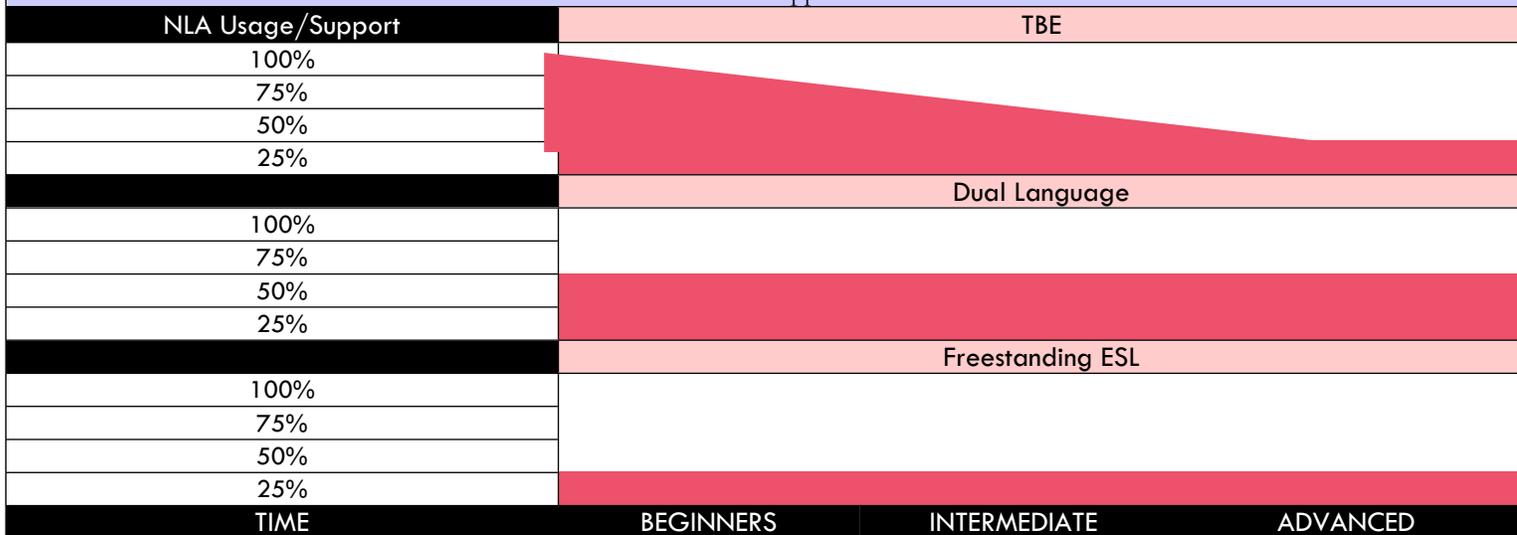
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



## 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 5. Targeted intervention programs (ELA, Math, & other content areas). ELLs who are three to four years below grade level are considered for Spell Read (310 additional minutes of phonemic awareness instruction), Achieve 3000 for all our ELLs, Rosetta Stone for our new arrivals (afterschool for an hour, four days a week),

## 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)?

Questions 1 - 4 (part A)

How is instruction delivered?

a. what organizational models (e.g. departmentalized, push in (co-teaching), pull-out, collaborative, Self-contained?)

Instruction is delivered in a departmentalized model. ESL students are taught ESL through English/ ELA content instruction. We use a standards based curriculum designed by teachers and differentiate for different levels.

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)?

Classes are grouped homogeneously by proficiency levels regardless of grade. ESL students are mainstreamed and break apart into these homogeneous groups during their ELA periods. Advanced students are in regular ELA classes during these periods and provided their stated mandated ESL instruction in a zero period two days a week (7:15 -8:15)

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 (TBE, Dual language, ESL)?

At MS 331 we have one ESL teacher. ELLs are grouped homogeneously by proficiency levels as measured by the NYSESLAT and teacher's assessment. Basic and Intermediate students receive 360 minutes of ESL instruction per week. Advanced students receive 180 minutes of ESL instruction outside of their ELA classes.

a. how are explicit ESL, ELA, and NLA instructional minutes delivered in each group model as per CR Part 154?

ESL and ELA minutes are joined together, as ESL is taught through English Language Arts instruction. We do not offer NLA at MS 331.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instruction approaches and methods used to make content comprehensible to enrich language development.

ELL students receive English language content area instruction in their regular classes from the content area teachers. Content area teachers differentiate for the ELL students in their classes with assistance from the ESL teacher. Some of the strategies and resources they use are translation, leveled text, scaffolding activities and supplementary internet based resources including video and audio. Teachers specify how they are modifying instruction in their planning.

4. How do you differentiate instruction for ELL subgroups?

We differentiate for our ELL subgroups by providing leveled instruction based on language proficiency. Lessons are differentiated according to the ability levels of individual students in the subgroups.

a. describe your instructional plan for SIFE.

SIFE students are placed in ESL and intervention classes. They receive both ELL services and specialized services (for example, read 180). SIFE students also have access to Teenbiz 3000, a computer program that specializes in differentiated instruction through non-fiction reading.

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.

Newcomers are placed in ESL classes, receive additional ESL services (computer based differentiated programs, and read 180) and morning and Saturday classes.

c. Describe your plan for ELLs receiving service 4 to 6 years.

ELLs receiving services for 4 to 6 use Mile Stone, a research based ESL curriculum.

(Part B) Paste response to questions 1-5 here

#### **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.

Paste response to questions 1-3 here: 1. Pablo Schelino, Lindsey Maehlum, and Roberto Padilla lead a monthly series on PD for all teachers of ELLs. The PD consists of "knowing your ELLs, reading & using reports, aggregating data (listening, speaking, writing, reading from RLAT, RNMR, NYSESLAT, ARIS, instructional strategies for supporting ELLs (by level and learning modality), Classroom Inc for advance ELLs. 2. AUSSIE consultant & Teaching Matters consultant meet weekly with individual/small group of teachers, NYC ELL workshops are considered as well as Network sponsored training are utilized. Teachers received specific support with academic vocabulary/vocabulary instruction. 3. Teachers are trained in department meetings with strategies for differentiation, vocabulary instruction, and data interpretation.

#### **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?

Paste response to questions 1-4 here 1. Parent involvement, especially parents of ELLs, have significantly increased as of last year. This year we have already had 8 opportunities for parents to be in school with teachers, celebrate student, acclimate themselves with programs/organizations such was Citizen Schools and PRIDE. 2. Yes, MS 331 partners with Computers For Youth (every students gets a home computer), Citizen Schools (after school program to 6 pm for all 6<sup>th</sup> grade students). 3. Our PA & SLT committees regulary meet and consult

with parents. The progress report has been a tool that has yielded specific information about what parents feel with regards to the school. The monthly meeting with the principal is another forum to evaluate the needs of parents.

## 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)							8	6	4					18
Intermediate(I)							5	7	14					26
Advanced (A)							14	11	12					37
Total	0	0	0	0	0	0	27	24	30	0	0	0	0	81

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B							3	3	3				
	I							3	3	1				
	A							11	9	8				
	P							10	8	18				
READING/WRITING	B							7	7	4				
	I							6	6	14				
	A							14	12	12				
	P							0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	8	10	0	0	18
7	9	7	0	0	16
8	15	10	0	0	25
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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	4		16			3			23
7	6		10		2		0		18
8	13		15		1		0		29
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		4		1		0		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14		7		1		0		22
8									0
NYSAA Bilingual Spe Ed									0

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				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here 1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (ECLAS-2, EL Sol, TCRWP, Fountas & Pinnell)

Our school uses a variety of assessment tools to assess the early literacy skills of ELLs. We are a DYO (design your own assessment) school and create our own reading and writing assessments. Students take a baseline writing assessment which helps determine their English writing level.

We also administer Teacher's College running records to assess the reading level of our students at the beginning of the year. This process is on-going and repeats for a minimum of three times to track and monitor student's progress towards English proficiency.

What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data to support your response.

The data that we collect from our DYO assessments is used to guide our instruction. The data that we receive from our running records and

2. What is revealed by the data patterns across proficiency levels (on the LAB -R and NYSESLAT) and grades?

Our school has a wide range of all proficiency levels in all three grades. We have newcomers and lower beginners that need support in both social and academic language acquisition. The majority of the students in our school score well on the BICS (aside from newcomers and beginners) portion but still struggle with the CALP. Most students are moving up in their English proficiency but many students are still not passing out of the test, especially our LTEs. Many of our LTE's are very close to passing out of the program. This year we will focus on giving these students additional support in areas of weakness to help them.

3. How will patterns across NYSESLAT modalities - reading/writing and listening/speaking - affect instructional decisions?

Classes and students in our school are grouped in classes based on their English proficiency. Classes are homogenously grouped, and instructional decisions are being made based on individual and whole group need. We use data from the NYSESLAT to inform our instruction by providing targeted instruction and appropriate scaffolds where needed. Furthermore, we use this data to help us form and plan small group instruction, after-school classes, and Saturday classes to further focus on specific needs.

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 their native language?

All students in our school are in a pull-out ESL program. The largest pattern that is clear across all grades and proficiencies in the NYSESLAT modalities is that students are scoring significantly lower in the reading and writing modalities than they are in the listening and speaking modalities. Most students are scoring at least one proficiency level lower in the reading and writing than they are in the listening and speaking. Most students are making gains in English proficiency as their years of service are increasing.

(We do not test in student's native language-we do not offer a bilingual program-data is not available)

5. Describe how you evaluate the success of your programs for ELLs.

We evaluate the success of our ELL through a number of assessments and reflective protocols. First of all, we use our data to measure progress and growth of a student's reading and writing level through our DYO assessments. The goal for ESL students is to move at least two full years growth ( is this over the time they spend at the school?) in reading in writing. Furthermore, we evaluate the success of our ELL programs by looking at test data including ELA score, math scores, and NYSESLAT scores. All students should move up a level in all of these tests. In addition to using quantitative data to evaluate the success of our ESL programs, we also use informal data such as observations and conferencing with students. Much is revealed through students' confidence level and interest in school. Students should feel successful in all of their classes and should be making gains in all the content classes, not simply the ESL classroom. Success is reached when students are making gains in all of their content areas.

### 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		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		