



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE BRONX SCHOOL OF SCIENCE INQUIRY AND INVESTIGATION/MS 331

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X331

PRINCIPAL: SERAPHA CRUZ

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SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Serapha Cruz	*Principal or Designee	
Aurekis Jaar	*UFT Chapter Leader or Designee	
Eunice Diaz	*PA/PTA President or Designated Co-President	
	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	
Yasmina Ulloa	Member/Parent	
Delfina de Arias	Member/Parent	
Lontrina Kinsey	Member/Parent	
Aleida Peralta	Member/Parent	
Billy Williams	Member/Teacher	
Kayla Rubin	Member/Teacher	
Megan O’Toole	Member/Dean of Students	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We are working to develop school leadership.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was generated based on the school's Learning Environment survey, internal teacher survey, and the need to retain teachers with 3+ years teaching experience. Teachers' response to questions regarding the roles they wanted to play in the school indicated that they wanted to develop their leadership skills and become more active in roles of leadership, especially for teachers who have more than three years of teaching experience.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The research-based instructional strategies and activities that will be used to achieve this goal are as follows:

- a) Strategies/activities that encompass the needs of identified student subgroups
 - Weekly Leadership Cabinet meeting with grade team leaders, guidance counselors, deans and administration.
 - Teacher team leaders lead a weekly grade team meeting
 - Professional Learning Communities meet for three hours every other week. Teachers develop action plans, roles and responsibilities, theories of action, norms of communication and use looking at student work protocols to collect data to test their theory of action. They share with the rest of the staff at quarterly 'brown bag' sessions and also more formally at Faculty Conferences.
 - Our Digital Literacy teacher will attend MOUSE squad training and then develop a student leader from each homeroom to assist with technology requests in the building
 - The administrative team will meet with the Student Advisory group (recommended by advisory teachers) quarterly and will use the group as a focus group to make student-driven changes in the building.
- b) Staff and other resources used to implement these strategies/activities
 - Formal Mentor/mentee meeting held each Wednesday, mentors log hours in our Google doc
 - Send UbD leader to Network Think Tank each month and have the department chair and teachers revise units with him
 - Principal will hold weekly 1:1 meetings with principal interns as well as provided performance tasks and reflective conversations to prepare them to lead

schools next year.

- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- Weekly Leadership Cabinet meeting with grade team leaders, guidance counselors, deans and administration.
 - Teacher team leaders lead a weekly grade team meeting
 - Professional Learning Communities meet for three hours every other week
 - The administrative team will meet with the Student Advisory group (recommended by advisory teachers) quarterly
- d) Timeline for implementation.

By June 2012, all mentors will have documented 40 or more mentor hours with their mentees, both principal interns will have been placed and be prepared to assume principal roles in new schools, teacher team leaders are leading weekly grade team meetings that improve the effectiveness of our advisory program and our 37.5 minute program, our unit writing team will have created a year's worth of model UbD units, each of the five Professional Learning Communities will have held a brown bag seminar and a formal presentation with the rest of the school staff, and The MOUSE squad and student advisory groups will have made important contributions to the school community.

Progress will be assessed as follows:

- Hours documented in the Google doc
- Use of a UbD rubric to assess quality of units developed
- Observation data of Advisory and 37.5 minutes to assess effectiveness of Team Leaders ability to lead grade team with initiatives
- Student progress demonstrated from Professional Learning Communities
- Quantity of MOUSE squad interactions with staff members

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

In addition, parents will be welcomed and expected to participate in the following ways:

- Volunteer/participate in MS 331 to help with activities in the school
- Become a Learning Leader Volunteer
- Attend Title 1 meetings
- Attend 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

MS 331 has established and maintains a partnership with Fordham University to develop and recruit student teachers. All current teachers are highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The Network Achievement coach and AUSSIE will provide professional development with staff as needed.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The actions/strategies/activities described in this action plan is funded through Title I and FSF.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We are working to ensure consistent format for PRIDE (our Advisory program)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was generated by observation data of previous year's advisory program and internal teacher survey data that indicated a need for a common curriculum. In addition, based on our demographics where most of our students are from poor, urban socio-economic backgrounds (our school has 26% African American and 72% Hispanic students and universal free lunch), students have a need for adult involvement that supports their socio-emotional needs. Having a strong relationship with an adult who knows them well would help increase students' retention and attendance in school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The following are the instructional strategies and activities used to achieve this goal:

- a) Strategies/activities that encompass the needs of identified student subgroups
 - Advisories will be kept small to allow for more individualized attention to students (max 15 students)
 - ELL and SpEd students are in advisories led by ELL and SpEd teachers
 - School wide projects such as fundraising and community service projects led by PRIDEs will provide opportunities for students to practice leadership and socialization skills providing avenues for success in activities that are in addition to academic classes
- b) Staff and other resources used to implement these strategies/activities
 - All teachers will participate in advisories.
 - In September provide The Advisory Book to all PRIDE teachers
 - Provide Professional Development, using a model CPR, in September
 - Provide regular feedback to PRIDE teachers on student engagement
 - Provide weekly PD at team meetings on the use of The Advisory Book
 - PRIDE, Super Scholar, grade level trips and school wide incentives helps to motivate students to maintain their professionalism
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Provide regular feedback to PRIDE teachers on student engagement
 - Provide weekly PD at team meetings on the use of The Advisory Book
 - We will use Danielson's Framework for Teaching rubric to assess the effectiveness of the teaching during PRIDE/Advisory.
- d) Timeline for implementation
 - In September provide The Advisory Book to all PRIDE teachers
 - Provide Professional Development, using a model CPR, in September
 - By November 2011, 90% of teacher observations during PRIDE/Advisory will reflect the use of the Circle of Power and Respect (CPR) format and students will be engaged (as measured on Danielson's Framework Domain 3c) in the process.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Same as above in goal #1

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Same as above in goal #1. In addition, advisory provides a platform for teachers to be more informed and involved in students' lives, thereby increasing the chances of developing deeper connections to students which would help to increase job satisfaction and retention—especially for the teachers who have been teaching for more than three years.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The program we will be using the curriculum from The Advisory Book, building a Community of Learners Grades 5-9. We also have additional support from Ramapo for children.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Advisory is funded through SWP and Title I for resources and staffing.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

We are working to improve student's intellectual skills through the implementation of rigorous curriculums for and assessments of reading, ESL, logical argumentation, and writing.

Comprehensive needs assessment

- Based on instructional rounds last year, 80% of classroom observations fell in the 'acquisition' quadrant of the Rigor/Relevance framework.
- We only have 14% of our students overall who are scoring at proficiency in ELA
- In all cases we saw drops in the number of students in L3 and L4 range (except 7th grade math) and while we should be happy many students moved from L1 to L2, we have to address the students who went from L3/4 to L2.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
- e) Strategies/activities that encompass the needs of identified student subgroups:
 - Purchase Great Books for ELA classrooms. Use the Great Books curriculum to plan literacy units that are aligned to Common Core Standards
 - Purchase targeted intervention Visions and 3-D English programs, that incorporate CCLS writing standard 1, for intermediate and advanced ELL's.
 - Purchase and implement the targeted intervention reading program CSI, which incorporates the 7 reading comprehension strategies into leveled readings.
 - Through professional development train teachers and students in the use of the online grade-book Engrade.
 - Through network and department professional development, implement Toulmin's Model for Argumentation in ELA, Science, and Social Studies.
 - Implement quarterly common assessments with school wide grading and data analysis days using a CCLS aligned rubric.
 - Participate in citywide Talent Management Pilot on teacher effectiveness implement and utilize pilot performance task to assess teaching and learning.
- f) Staff and other resources used to implement these strategies/activities:
 - Provide professional development on the Great Books program for all ELA teachers.
 - Train and Utilize all teachers for 37.5 minutes to instruct students in groups of 10, with CSI reading program.
 - Train and Utilize all Citizen School partner teachers for 37.5 minutes to instruct students in groups of 5, with CSI reading program.
 - Train ESL teacher to implement Visions with small groups of beginner and intermediate ELL's.
 - Train new ESL teacher to implement 3-D English curriculum with advanced ELL's during breakfast and lunch program.
 - Train teachers involved in implementation of pilot performance task in performance task scoring.
 - Utilize the new digital literacy teacher and Engrade staff to register and train teachers and students in the use of Engrade.
 - Use Network content experts to aid in training of teachers to implement Toulmin's Model for Argumentation in their classrooms.
 - Use DOE Talent Coach to coach the principal on the use of the Danielson Rubric for Effective Teaching.
- g) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
 - Supervisor and teacher UbD unit reviews look specifically for the incorporation of Conley's Intellectual standards and the school's vision and mission statement.
 - ELA teachers developed a hybrid CCLS and 6+1 traits writing rubric that was used to communally assess all students.
 - All teachers were given the opportunity to give feedback on the CCLS writing assessments that the school has implemented as interim assessments.
- h) Timeline for implementation.
 - Great Books PD began with a core group of ELA teachers during the 2010 - 2011 school year, and now will run continuously throughout the 2011-2012 year. Ongoing observation of ELA classrooms has informed feedback and coaching around the use of this curriculum.
 - All teachers and Citizen school partner teachers received training on small group reading instruction using the CSI program by the end of November. Observations in December will focus on giving teachers feedback on their implementation of this program.
 - PD for the ESL teachers was conducted in September, October, and November on the use of the new curriculums. Morning and lunch programs, happening three times per week, were established in October to target the advanced ELLs.
 - To track the growth of student writing ability, three periodic CCLS writing assessments are being administered during the 2011-2012 school year. The first was administered on October 28th. The next two assessments will be during the weeks of February 12th and May 27th.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	118	30	30	20	15	0	0	
7	117	40	30	20	15	0	0	1
8	132	25	40	20	20	0	0	5
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. CSI Program- Comprehension Strategies Instruction Program, 10:1 ratio, during the school day, M-Th 2. English 3D- Advanced ESL Program/Scholastic, 5:1 ratio, T-Th before school, 10:1 ration T-Th, during lunch 3. Teacher created Remediation/Intervention materials aligned to current unit of study, 15:1 ratio, Saturdays 4. TestQuest/SES Provider, 1:1, by appointment in the home
Mathematics	<ol style="list-style-type: none"> 1. Teacher created Remediation/Intervention materials aligned to current unit of study, 15:1 ratio, Saturdays 2. 8th Grade Tutoring, 10:1 ratio, T & Th 3. TestQuest/SES Provider, 1:1, by appointment in the home
Science	<ol style="list-style-type: none"> 1. Teacher created Remediation/Intervention materials aligned to current unit of study, 15:1 ratio, Saturdays
Social Studies	<ol style="list-style-type: none"> 1. Teacher created Remediation/Intervention materials aligned to current unit of study, 15:1 ratio, Saturdays
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Ramapo for Children, small group and individual, weekly
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	<ol style="list-style-type: none"> 1. 1:1 paraprofessionals

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X331

School Name: The Bronx School of Science Inquiry and Investigation

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our students did not meet AYP for any categories in ELA. We had an ESCA in year 2010-2011 that had the following key findings:

- The instruction lacks rigor and there isn't sustained student engagement.
- There isn't a formal system for analyzing achievement data and using it to plan for instruction.
- There isn't a coherent AIS system- aligning student needs and instructional programs.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our SINI grant will be applied to our partnership with Citizen Schools which addresses each of the key findings above. First, the program is rigorous and engages students through the apprenticeship model, focus on college and career readiness skills, and homogeneous grouping based upon student achievement data to address specific need for time periods.

We have made other interventions that are being financed separately. These include but are not limited to:

- a change in our ELA curriculum to Great Books Program which is much more rigorous,
- development of a school-wide data base which is used to track student achievement over the course of the year in attendance, ELA and Math,
- administration of 3 periodic assessments aligned to Common Core Writing Standard #1 which is graded by the entire grade regardless of content and each teacher plans instruction based upon the achievement results for whole-class, small group and individual lessons,
- homogeneously grouping students for 37.5 minutes based upon performance series reading level results and using a new reading intervention curriculum for each group's grade level
- Use of performance series to monitor reading progress each group and to restructure our 37.5 minute groups three times during the school year, based upon the results

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We have developed a schedule for teachers to meet as a department every other week for one hour and as a grade team every week for one hour. At these meetings we are using Jane Polluck's lesson plan model called GANAG as the basis for helping to improve teacher planning. Assistant Principal's are in charge of facilitating these meetings and teachers work together to develop lessons and units that are rigorous and relevant to students. Teachers are also provided with professional development opportunities through our work with AUSSIE consultants. Our math consultant helps teachers to develop diagnostics which assess prerequisite knowledge before units are taught. Teachers use the diagnostic results to see exactly where they may need to close the gap between what students know and what they should know at their grade level. Our ELA consultant spends time coaching teachers to implement our new curriculum for ELA (Great Books) and also with our new 37.5 minute curriculum. Teachers are also part of PD outside of the school including a monthly special education meeting, a unit writing meeting, and a differentiation study group.

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

This year we have a highly developed teacher-mentoring model. Each of our new teachers and teachers new to our building has been assigned a mentor. Mentors work with teachers on the specific components of Danielson that a teacher is required to demonstrate proficiency in by the end of the year. Our mentors and mentees meet each Wednesday for an hour and mentors visit the classrooms of mentees each week. A curriculum has been developed which provides the mentors with learning targets for the mentees and resources aligned to each learning outcome.

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.

Parents are receiving a letter in English and in their native language. We are also having an informational meeting on December 14th.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Christopher Groll	District 10	Borough Bronx	School Number 331
School Name The Bronx School of Science Inquiry and			

B. Language Allocation Policy Team Composition [i](#)

Principal Serapha Cruz	Assistant Principal Matthew Lewis
Coach type here	Coach type here
ESL Teacher Sara Newton	Guidance Counselor Angelica Ferreras
Teacher/Subject Area Renee Duran/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jolane Toro
Related Service Provider type here	Other Pablo Schelino
Network Leader Michael Alcott	Other type here

C. Teacher Qualifications [i](#)

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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	370	Total Number of ELLs	75	ELLs as share of total student population (%)	20.27%
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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. 

Paste response to questions 1-6 here

1. The bi-lingual Special Education Director, Mr. Rodriguez, 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. He will translate in Spanish if necessary. We also have a teacher who will translate for arabic families. In other cases we use the phone translation resources of the DOE. If the student is a transfer, the secretary (Shanika Cortez) 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 by Mr. Rodriguez. If ATS identifies that the student as entitled for English as a Second Language services, then the testing coordinator (Matthew Lewis) prepares for the students to take the LAB-R within the mandated 10 days. Upon the completion of the LAB-R the students are identified as an ELL or a non-ELL. Students who have a home language of Spanish and do not meet the LABR cut scores are given the Spanish LAB by Ms. newton the ESL teacher. All ELL's that appear on the RLAT as elegiable for testing, take the exam. The ESL teacher administers the various parts over a 10 day period. Individual assessment occurs for the speaking portion and the other portions are administered

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. We use the RNMR and RILAT reports in ATS. Mrs. Rodriguez coordinates all logistics of NYSESLAT testing including receiving and retuning of all materials. NYSESLAT test results determine student qualification for ELL services and provide important insight into the educational needs of ELLs. Assessment results influence educational decisions for the following school year. Ms. Newton tests the ELLs in each modality, using the appropriate grade level assessments. We review all procedures and expectations for each aspect of the test. Test directions, scoring guides, rubrics, exemplars, and practice sets provided by NYS provide clear guidance through the process.

This review, reflection, and planning session take place in May/June and during the summer. Programmatic, curricular, and instructional decisions are informed by this analysis. ELL students are then placed in an ESL class based on the level of achievement on the NYSESLAT.

2. In order to inform the parents, of our incoming 6th graders we hold a parent orientation night at the end of the year before they come in to our school. We review the NYC DOE online video (specific to the families home language) which explains the TBE, dual language and ESL options. This is done by the Principal, Serapha Cruz and Assistant Principal in charge of ESL, Matt Lewis, who run the event.

Parents are required to fill out the paperwork indicating their choices, which is filed in the main office. The choices are reviewed, and in the event that there is a need to open a TBE or DUAL language program in the future, parents will be

informed of the new offering. Parents who do not attend the event are contacted by JoleneToro, our parent coordinator, and asked to come in for an orientation within a month of the original orientation.

When parents of new admits come in during the school year they go through the orientation proces with the ESL teacher, Ms. Newton or the ESL coordinator, Matt Lewis. Translation services are offered if necessary.

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 they 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. As a last resort, the Family Outreach team makes a home visit. Parents fill out the Home Language Survey during the registration process. Parents fill out the sururvey and program selection sheets at the orientation described above in number 2. New parents arriving during the school year fill out , and have these documents collected when their parent orientation is done at regitration.

4. Currently we offer only ESL at our school so if a parent wishes to have their child in a bilingual program we help them to find one and keep their names on file should we need to open one in the future. Translators are used to ensure parents clearly understand their options.

We receive program information, test results, and curricular recommendations. Moreover, the ESL department (AP, ESL teacher, and ESL consultant) uses 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. Looking at our data over the past two years the trend of the parent decision has been for a Freestanding ESL program. This year alone, of all of our new ELL admits, 23/ 36 families chose a Freestanding ESL program. All of the 13 families that did not choose the Freestanding ESL program chose a Transitional Bilingual program. No families chose a Dual Language program.

6. We recently hired a second bilingual ESL teacher. Her program caters to the students whose parents chose a Transitional Bilingual program. She is currently teaching math in Spanish. We also recognize that many students do not have a command of their native language so we also offer a Native Language Arts class. We currently have our School Leadership Team working on a long tem plan on the design of our ELL department.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	21
SIFE	15	ELLs receiving service 4-6 years	22	Long-Term (completed 6 years)	16

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	37	11	9	22	3	12	16	0	6		75
Total	37	11	9	22	3	12	16	0	6		75

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other									0					0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	E P	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							16	29	22					67
Chinese														0
Russian														0
Bengali							6							6
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	23	29	23	0	0	0	0	75

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Section 4A.

1a. 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 as well as "Visions" which helps to differentiate for different levels. All Beginner and Intermediate ELL students receive a five ESL classes a week that are 60 minutes each. Additional to that, the students sign up for one more 60 minute class a week. They get to choose to attend either before

A. Programming and Scheduling Information

school or during lunch.

1b. ESL classes are grouped heterogeneously by grade. ESL students are mainstreamed throughout the day in various homerooms and break apart from their homerooms into their ESL classes 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/lunch period two days a week.

2. At MS 331 we have two ESL teachers. The combination of five- 60 minute periods throughout the week plus the zero/lunch period (60 mins, 3 times a week) insures that the Beginner and Intermediate ELL's meet and exceed their mandated 360 minutes a week. The Advanced ELL's receive their mandated minutes through three 60-minute zero/lunch periods. In addition to these mandates, native Language Arts and Math are offered to students whose parents chose a Transitional Bilingual program. Ms. Duran pushes into three classes a day for all five days of the week. Her support is to focus on the ELL's within the sections where they were programed (one homeroom per grade). Our advanced ELL's meet and exceed their 180 minute mandate. Our NYSAA ELL's have been strategically paired up with bi-lingual paraprofessionals.

3. 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. It is our belief that the additional Native Language Classes will help the students build a stronger foundation, which will aid in the understanding of English. This year we received a student who only speaks Arabic. We have supported him by supplying him with a laptop. The teacher designs specific instruction for him with the help of Google Translator.

4. We insure that all of our Spanish-speaking students who are unable to take the LAB-R due to a lack of exposure to English take the LAB-R in Spanish. We also use the NYC DOE's Performance Series. This online assessment focuses on Language Arts, Math, Social Studies and Science in both English and Spanish. We recently finished our first rounds of assessment and have used the data to inform instruction. We do not currently have a formal system for evaluating our non-Spanish speaking ELL's. Fortunately, MS 331 is located in a diverse neighborhood. In the past we have used school community members to translate for our Arabic and Albanian families and students.

5. 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. Data is aggregated from the Performance Series, the NYSESLAT and teacher assessments to help develop rich units. Out of all of our ELL's 13 are NYSAA students (16% of all ELL's). All but one student performed at the NYSAA 4th grade equivalence. These students have the title of Alternate Assessment because of their disability. They all have scored at the beginner level every year that they have taken the NYSESLAT. This pattern will most likely continue for the rest of their educational career.

5a. SIFE students are placed in ESL and intervention classes. They receive both ELL services and specialized services. SIFE students also have access to Teenbiz 3000, a computer program that specializes in differentiated instruction through non-fiction reading.

5b. Newcomers are placed in ESL classes, receive additional ESL services (computer based differentiated programs). We also offer zero period, lunch period and Saturday classes. All newcomers are mandated to our ESL Summer Academy. This is a five-week course that follows a Transitional Bilingual and Freestanding ESL blend. This class consists of 15-20 students. The teachers and administrator design a unit that has an emphasis on language immersion in the real world.

5c. Our ELL's that have received 4-6 years of service receive a mix of support depending on their specific needs. We believe that many of these students are poor test takers. They generally speak and read English fluently, but there is a concern on their comprehension. A NYSESLAT preparation course is going to be implemented this year as the test approaches.

5d. Of our long term ELL population 69% are Advanced based on the NYSESLAT. These students will receive the same supports that the 4-6 ELL's receive. All teachers will also receive professional development on strategies that can be used to support this population.

A. Programming and Scheduling Information

6. The majority of our SWD (IEP students) are programed into CTT classes. These students are programed to take their ESL classes during their ELA block. This is for a total of 300 minutes a week. The additional minutes are made up during the zero/lunch period which insures that the mandate is met. This is also true of our self contained IEP students. Our NYSAA students whose IEP's clearly states that they are not capable/mandated of taking standardized state exams (hence "Alternate Assessment") need to take the standardized NYSESLAT. The only support that we offer them is a bi-lingual teacher and bi-lingual paraprofessionals.

7. MS 331 has two self-contained, least restrictive environment classes. One these classes has three paraprofessionals

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Language Arts block. The school strategically programs all beginner and intermediate ELL's to receive their mandated time		
75%	alotment throughout the week, the majority of which happens through the language arts period. Our school's Special		
50%	Education team, run by Mr. Rodriguez, thoroughly analyzes each IEP and design specific strategies to support special		
25%	education ELL's.		
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

8. Our ongoing targeted intervention programs consist of our zero period, lunch support, and quarterly Saturday Success Academies. For the past five years we have received the Computer for Youth grant. This program gives each of our students a home learning station (a refurbished PC) that contains several ESL programs in all content areas. We also recently received a grant that brought 50 computers into the building. Teachers have begun to incorporate online programs into their instruction. With the addition of a second ESL teacher, we are now offering Native Language Arts as well as math. One of our teacher directed Professional Learning Communities (PLC) specifically targets strategies to support ELL's. They recently researched and recommended that the school purchase "English 3-D". This ESL program offers multi-leveled, high interest passages and lessons. Another intervention is our 37.5 period. These students participate in book studies based on similar reading levels.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
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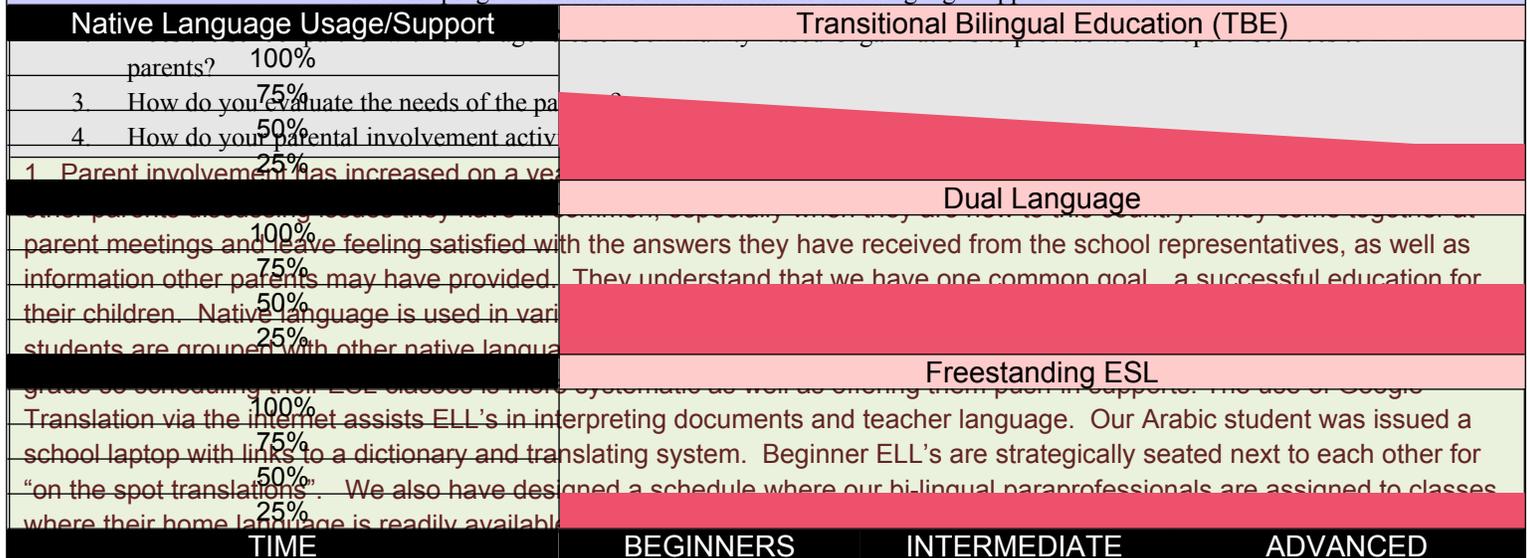
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Native Language Usage and Supports

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



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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

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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)							5	9	4					18
Intermediate(I)							5	5	5					15
Advanced (A)							9	11	10					30
Total	0	0	0	0	0	0	19	25	19	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	5	1		15
7	14	9			23
8	10	5			15
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	
3									0
4									0
5									0
6	4		10		4				18
7	8		15		3		1		27
8	5		11		3				19
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	2		4		3				9
8	1		1						2
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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?

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

School Name: MS 331

School DBN: 10X331

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Serapha Cruz	Principal		1/1/01
Matthew Lewis	Assistant Principal		1/1/01
Jolane Toro	Parent Coordinator		1/1/01
Sara Newton	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X331 **School Name:** Bronx School of Science Inquiry and

Cluster: Grull **Network:** 411

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

Part A: Needs Assessment Findings

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

We have used the Home Language Surveys to identify the language parents/families would like to use for communication. Teachers also use family surveys to identify languages of communication for the specific students they teach.

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.

All school-wide communication to families is written in English and Spanish because of the needs of our families. Also, there is a small number of parents/family members who speak Arabic and materials are translated for them. All teachers are made aware to translate materials in our Faculty Handbook.

Part B: Strategies and Activities

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

Our Parent Coordinator, who is bilingual, translates our documents and also ensures that languages other than Spanish are translated.

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.

We have several people on staff who are bilingual and provide oral translation whenever it's needed.

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

We have translation services posted by security as families walk in the door. We also have it posted in our main office.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Bronx School of Science In	DBN: 10X331
Cluster Leader: Christopher Groll	Network Leader: Michael Alcoff
This school is (check one): <input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 77 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: MS 331 has designed a program for our English Language Learners as another level of support for them. Our school recently purchased the English as a Second Language program titled English 3-D/Scholastic. This program consists of high interest reading passages that aid in the development of language accusation. These passages consist of articles where students have to make arguments based on somewhat difficult topics. A school wide goal this year is to have all instruction focused on Common Core Writing Standard 1. We did not want the ELL's to feel that their program was any different from the instruction that is happening throughout the regular day. We have noticed this year that we have a large number of Advanced ELL's (30/76) that are having difficulties passing the NYSESLAT. We strategically designed a program where a small group of students will attend either a Zero Period or 6th period class to further develop their English fluency. These classes meet three times a week for 60 minutes a day for the entire school year. These classes are taught in English by our two certified ESL teachers. As the NYSESLAT approaches, a NYSESLAT Test Preparation class will be designed to assist these students in the proper approaches to pass this standardized test. Another level of support for our ELL's is to have our second ESL teacher push into three content classes a day. She offers individualized support when she recognizes the ELL's experiencing difficulties.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The two ESL teachers received a Professional Development Training session from the English 3-D/Scholastic program. They set the stage and walked our teachers through the design and implementation of the program. In addition, this year we have established Professional Learning Communities. These two teachers have been studying effective ESL strategies within the content areas. They are afforded a budget for professional learning materials. They meet for 3 hours a week for the full 40 weeks (minus vacation) of the school year. They will write up two formal pieces describing their findings as well as leading two Professional Development sessions for the entire school where they will inform the staff on best practices. These sessions will take place at a mid-year (January) and end of year (June) Staff Professional Development period.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: At MS 331 we have always identified the importance of keeping all of our families informed members of the learning community. Throughout the year we hold several events where the parents are welcomed into the school. Specific to the parents of ELL's, we hold a "Welcome Breakfast" where we welcome the new families as well as the returning families. The principal introduces the Director of the ESL Program, the Parent Coordinator as well as the teachers that will be servicing their children.

Another school wide initiative is a partnership with Computers for Youth. Through this grant, each student at our school receives a Home Learning Station/Computer. The families get to keep this computer which comes with a lifetime warranty. The families also receive six hours of professional development that offers the families supports such as a translation program, ESL games as well as the basic Office Suite that you would see on a PC. They are also exposed to the importance of internet safety. This Professional Development Opportunity is offered in several languages, depending on the schools request.

Three years ago we began Student Led Conferences, formerly Parent Teacher Conferences. During these meetings the parents are invited into the school for a minimum of ½ hour. For the first 15 minutes the student shows their family their portfolio and explains the grade that they are anticipating based on the teachers feedback. The students and parents have a genuine conversation, without the teacher about the student's successes as well as their next steps. For the second half of the meeting, the teacher discusses the student's development.

The families are made aware of these events through several forms of communication. We post information on our web page, we back pack home fliers as well as a several phone outreaches. Our student attendance for last year was 93.5% and it has been consistent so our parent attendance is similar.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		