



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE BRONX SCHOOL OF YOUNG LEADERS

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

PRINCIPAL: SERAPHA CRUZ

EMAIL: SCRUZ3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Unis 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	
Jolane Toro	Member/parent	
Wanda Rivera	Member/parent	
Hilcia Garcia	Member/parent	
Lontrina Kinsey	Member/parent	
Megan O'Toole	Member/teacher	
Ed Smith	Member/teacher	
Rod Rodriguez	Member/teacher	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

On Page 3 of our Curriculum Audit: There is no formal system for analyzing achievement data and planning for instruction.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, all teachers will have had professional development opportunities to assist them in the implementation of Mastery Based Grading as evidenced by attendance at professional development sessions and the use of the JumpRope online system.

Instructional strategies/activities

- *Purchase the www.Jumpro.pe online, mastery based grading platform. Teachers will enter their learning targets and assess students according to their mastery of each learning target. All teachers on a grade, advisory teachers and administrators will have access to this data and will be able to assist students in revising work that did not demonstrate mastery of learning targets. Teachers will build revision days into their units, advisory teachers will use 37.5 minutes to assist students with incomplete work and administrators will collect data for data meetings with administrators.*
- *September: Facilitate a mastery-based grading summer institute with all teachers*
- *Schedule ongoing, periodic trainings with Jumprope developers for all teachers.*
- *Facilitate ongoing PD sessions on developing effective learning targets and mastery rubrics aligned to the CCLS at Department Meetings.*
- *Bi-weekly "mastery-data check-in" to ensure teacher data entry and quality of mastery data being collected.*
- *November training on mastery-based student conferences for all teachers.*
- *Individual assistance and Department workshops each quarter*
- *All students in AIS and Enrichment programs will be monitored for class passing rates*
- *Students with IEPs and our emerging bilingual students will be monitored twice per quarter for passing rates*
- *Data meetings with teachers will occur in the middle of each quarter. Teachers and administrators will review data for subgroups and write action plans to be used for the rest of the quarter*

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants

Service and program coordination

- We bought an on-line grading platform, JumpRope, so we can all have access to students' grades and use the system to monitor student progress. We used 'software', tax levy/NYSTL.
- Most of the PD provided occurs within the school day, during department, grade team and other functional team meetings.

Service and program coordination

- Personnel are paid for by tax levy money

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

On page 6 of the ESCA: Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding.

On page 5 of the ESCA: POSITIVE KEY FINDING 3:

- Teachers collaborate formally and informally.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 100% of teachers will have participated in all three-teacher effectiveness and will have received instructional feedback a minimum of 10 times.

Instructional strategies/activities

- By October 2012, three teacher effectiveness structures will be implemented school wide: Peer Critical Friends, Supervisor Mini-Observations & Instructional Rounds.
- By June 2013, 100% of teachers will have participated in all three-teacher effectiveness structures
By June 2013, each teacher will have received instructional feedback (both verbal & written) at least ten times through our mini-observation system
- September/October- Teacher team leaders begin facilitating three grade team meetings per week and begin implementing critical friends intervisitations on the grade team- using protocol
- September- June- Supervisors use Kim Marshall's mini-observation process, and provide verbal and written feedback aligned to Danielson to each teacher in their department every two weeks
- September- June- Principal will walk through departments with APs, once per week and discuss work to be done at Department Meetings (occur twice weekly)
- October/November, January, March, May- Instructional Rounds will take place with supervisors, consultants and teachers from each Department.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

• We have used tax levy money to hire staff needed to achieve this goal.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

On Page 3 of our ESCA/Curriculum Audit: Provide clear expectations and support for the schoolwide use of student achievement data for planning and delivering instruction

On page 6 of our ESCA: POSITIVE KEY FINDING 1:
Parents are informed of the progress of their students.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.
___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility
___ 6.3 Reciprocal communication X 6.5. Use of data and families

Annual Goal #5

- By June 2013, all students and families will be informed of student’s academic progress as evidenced by JumpRope and Student Led Conferences.

Strategies to increase parental involvement and engagement

- All of our students have received computers through our partnership with Computers for Youth (CFY)
- All parents have been given log-in information for Jump Rope and training has been provided. Parents can log into JumpRope and see their child’s progress.
- We will continue to provide various levels of professional development to our staff so that they can conduct Student Led Conferences in place of parent teacher conferences. In order to conduct SLCs teachers must make the learning targets very clear to students and provide feedback to students on their assessments using the language of the learning targets. This will ensure that students understand what they are supposed to be learning and how proficient they are learning it. The students will then be able to explain all of this to their parent at SLCs.
- CFY will conduct 4 Family Learning Workshops. The workshops will be on topics that parents/guardians have selected.
- All 6th grade students will use Power My Learning/blended learning programs that they learn in math class in school and at home.
- Citizen Schools and CFY will lead 4 parent workshops throughout the year on parent chosen topics regarding the use of technology in the home.
- Citizen Schools will host two parent open houses as well as two student work celebrations (WOW!s) and family nights (3 times)
- Citizen School staff and first shift staff will compile and monitor data on student achievement in math, homework completion, attendance and behavior indicators.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here:

Service and program coordination

- CFY is paid for by a grant that their organization secured and they included us as one of their schools
- Personnel are paid for by tax levy
- Purchase of Citizen Schools program by Title 1A

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Guided reading, word work, independent reading at independent level • Comprehension strategies, use of repeated readings and partner reading • Computer adaptive esl program iReady 	<ul style="list-style-type: none"> • Small group, station teaching • Small group • Small group 	<ul style="list-style-type: none"> • During the school day, every day for a period, in addition to ELA class • Twice a week after school • Three times a week before school
Mathematics	<ul style="list-style-type: none"> • Development of foundational skills necessary for grade-level unit • Reteaching and preteaching lesson of the day 	<ul style="list-style-type: none"> • Small group • Small group 	<ul style="list-style-type: none"> • During the school day • After school
Science	<ul style="list-style-type: none"> • Tutoring 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • After school
Social Studies	<ul style="list-style-type: none"> • Tutoring 	<ul style="list-style-type: none"> • Small group 	<ul style="list-style-type: none"> • After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by guidance, psychologist and social worker	<ul style="list-style-type: none"> • Individual and small group 	<ul style="list-style-type: none"> • Before, during and after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- We have a partnership with Fordham University. They send us student teachers, who are mentored by our most effective teachers, and some of these teachers apply and have been hired by our school.
- We have a partnership with Oswego. Teachers from their program spend two weeks in our school and we encourage them to apply when they finish their program. We have hired one person.
- We use our Circular 6 period for professional development. Teachers are engaged in PD 5 days a week. Three days they are in grade team meetings and twice a week they are in dept meetings. These sessions are focused, there is a lesson plan created by the facilitator, and productive.
- Teacher leaders are developed at Harvard Institute, through the Teacher Leadership Program and Network PD. They facilitate our grade level meetings.
- Teachers visit one another's classrooms once a week and provide feedback, aligned to the Danielson framework, once a week.
- Administrators perform mini-observations daily and provide verbal and written feedback to teachers within 24 ours of their observation.
- Teacher leaders and administrators have a weekly cabinet meeting and use the 'consultancy protocol' to ensure that we all continue to develop and offer best practices.
- We developed a math professional development series with 10 collaborating schools and our AUSSIE consultant. All of our math teachers will attend 3 math workshops with teachers from the other schools that are grade specific. They learn the math content and also plan for how to teach an upcoming unit of study. This has allowed our math teachers to form a network and to have access to at least 10 people who teach the same grade and content as they do.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
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 programmed into CTT classes. These students are programmed 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, three of which speak Spanish fluently. The other class' teacher is fluent in several languages including Spanish. These members of the learning community have been exposed to ESL supports within the classroom. Our schedule has been designed so that none of our students ever miss language arts. They always receive their ESL instruction during their Language Arts block. The school strategically programs all beginner and intermediate ELL's to receive their mandated time allotment throughout the week; the majority of which happens through the language arts period. Our school's Special Education team, run by Mr. Rodriguez, throughly analyzes each IEP and design specific strategies to support special education ELL's.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	1		1	sp
Social Studies:	0		0	
Math:	1		1	sp
Science:	0		0	
	0		0	
	0		0	

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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

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. We also target our ELL's during the Summer. We mandate all of our ELL's to Summer School where we designed a specific language immersion program. One of the major targets that we focus on as a data team is the students that have a negative progression on their NYS ELA exam. These students are identified through ARIS. We currently have 16% of our dropped ELA scores from ELL's. These students have been addressed at our Student Intervention Team and a specific Personal Intervention Plan is being developed. All ELL's and Special Education students have their own personal promotional portfolio which tracks their progress and intervention services that they receive throughout the year.

9. For our students that pass the NYSESLAT, our continued transitional support consists of ongoing check-ins with their former ESL teacher. The bilingual Guidance Counselors hold orientation classes with these Former ELL's. The testing coordinator insures that these students continue to receive their mandated testing modifications.

10. The design of the zero period and lunch support will follow a different format. This will be the first year of Native Language Arts and Math. We are currently seeking computer based software that does not rely on the internet for supporting our ELL's. Our zero period occurs before school from 7-8am, three days a week. One section was designed for all advanced ELL's and the other is for the lower leveled ELL's.

11. We are discontinuing our department wide subscription of Achieve 3000. We will only use this product for our Advanced ELL's because we feel that the program does not have enough supports for students who are just learning English as a second language. We are also no longer using Read 180. These internet-based programs often came with more obstacles than they were worth. We are currently seeking out any additional computer based programs that do not rely on the internet. We simply cannot depend on the internet working everyday, therefore we have discontinued it.

12. Our ELL population has all of the same opportunities that our other students do. All 6th graders are enrolled in Citizen Schools. This extended learning partner affords all of our students an extra 3 hours of homework help, individualized instruction, college readiness and apprenticeships with successful businesses. The 7th and 8th graders participate in afterschool Clubs. Many ELL join the baseball team and art clubs. Both have Spanish-speaking teachers.

13. The school has been using the Understand by Design format to create units that cater to the students individual learning styles. Within these units are the individual lessons that follows a "split" design. This model splits the class into a "higher

fluency" and "lower fluency" grouping. The ESL program uses the "Visions" curriculum as a foundation for language acquisition and incorporates it within self designed units. We have also purchased the "English 3-D" curriculum as a support for all ELL's. Our print rich ESL classroom offers hundreds of student reading materials in its library including picture dictionaries, high interest books of various reading levels, guided reading sets, a listening station as well as multiple copies of popular books. The computer station offers a multitude of resources that the students truly enjoy. Frequent field trips to public locations offer several opportunities for the ELL's to practice their fluency.

14. As stated earlier, this is our first year offering Native Language Arts and Math in addition to our traditional ESL program. Our Beginner ESL students receive support during our 37.5 minute periods with our ESL teacher. Other students receive Native Language support once a week in our enrichment program with a bilingual Guidance Counselor. The teacher uses shared materials and delivers the instruction in the native language. The materials that she uses comes directly from the students content classes. Often the teachers translates the documents through Google Translator or on her own.

15. We align all our resources and instruction to the curriculum standards for the grade. Often the teacher need to pre-teach specific items to insure mastery of the task. At the beginning of the year, the teacher administers an interest survey. This information assists her in developing age appropriate lessons that interest the students to insure age appropriate instruction.

16. New comers to the school attend our bilingual Summer School Class. A "Welcome to School- Homeroom Buddy" is assigned to each student who is bilingual. There is also a "New Comer" luncheon and afterschool club.

17. We currently do not have any.

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)?

Paste response to questions 1-5 here We do not offer this

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.

1. ELL teachers receive specific training according to the program that they are using (example: Scholastic trains our teachers on English 3-D). Also, ELL teachers are involved in a Professional Learning Community Inquiry Group that focuses on the impact of their practice of student achievement. These teachers analyse specific trends among their students. Our weekly content related meetings always includes a case study section. During this three week cycle, we analyze a general education student, an ELL and a Sp Ed student. The team designs specific learning targets for these individual students that are often helpful for the entire population. Our network also offers several opportunities that we happily send our teacher to.

2. Guidance Counselors provide PD to staff members on specific High Schools that cater to the needs of ELL's. Both of our Guidance Counselors are bi-lingual so they offer several services. As former teachers, they both have received numerous hours of PD, specific to ESL.

3. All staff engage in a data inquiry process that allows them to collect and analyze and plan for the instructional needs of the ELL's in the classroom. In one on one conversations between teachers and supervisors strategies for ELL's are collaboratively designed and incorporated into unit design. The ELL inquiry groups presents at "Brown Bag" Seminars and Faculty Conferences best practices for ELL's. The 7.5 hour mandated training is achieved within Department meetings. With such a large ESL population, our staff engages in PD throughout the year that pertains to our ELL's.

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?

1. Parent involvement has increased on a yearly basis, especially with the parents of ELLs. Parents feel comfortable amongst other parents discussing issues they have in common, especially when they are new to this country. They come together at parent meetings and leave feeling satisfied with the answers they have received from the school representatives, as well as information other parents may have provided. They understand that we have one common goal...a successful education for their children. Native language is used in various classes throughout the day. As ongoing native language support the ELL students are grouped with other native language speakers in content classes. We place all of our ELL's into two sections per grade so scheduling their ESL classes is more systematic as well as offering them push-in supports. The use of Google Translation via the internet assists ELL's in interpreting documents and teacher language. Our Arabic student was issued a school laptop with links to a dictionary and translating system. Beginner ELL's are strategically seated next to each other for "on the spot translations". We also have designed a schedule where our bi-lingual paraprofessionals are assigned to classes where their home language is readily available.

2. During the course of the school year, MS 331 partners with different organizations such as Computers For Youth. On this occasion each student new to the MS 331 school community receives a free desktop learning center. The parents are an integral part of the success of this program and leave the workshop with valuable information and a computer that will not only help the student, but also other members of the family. We also partner with Citizen Schools which provides extended learning time for all sixth graders and has many events during the course of the year to showcase the talent of the students and show appreciation to the parents for their support. We also have a health fair every year which is sponsored by Morris Heights Health Center. During this event there is plenty of useful information offered to the families. All of the information provided during the above referenced events is offered in various languages, but predominantly in Spanish.

3. The MS 331 Parent Association monthly meetings serve as a forum for parents to meet and discuss what is on their minds, as well as what their vision for the school is. Parents are very vocal and express their ideas and concerns. The SLT committee meets frequently and consults with parents. The progress report has been a tool that has yielded specific information about what parents feel with regards to the school. Parents are welcome at MS 331 and often speak with the parent coordinator about a variety of different topics, such as free tutoring and how they can become more involved in the education of their child.

4. The activities we provide for our parents give them a sense of community and the ability to join us at different events to further involve themselves in their child's education. They join the school community and get the opportunity to see what their children are learning in the classroom. This was the case during our "Be A Student For A Day" event. Parents were very excited to see what their children were learning and what the life of a student in middle school is like on a day to day basis. They got the opportunity to sit down and speak with the Principal and have their questions answered. It was a very informative event, which we plan to build on in years to come.

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

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

Paste response to questions 1-6 here

1. 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.

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 writing assessments provides a great deal of information about our ELLs as we find their individual and whole group weaknesses and strengths. We use data to inform all instruction and planning that takes place in the classroom. We aggregate our reading data based on student's reading level, ability to summarize, make predictions, generate questions, and meta-cognitive awareness. Teaching points for individuals, small groups, and whole class are created based off of this data. Additionally, our writing assessments provide us with student's writing levels which we use very similarly to the reading data. Writing is graded on ideas, organization, voice, word choice, sentence fluency, and conventions. We then aggregate the writing data and create next steps and teaching points. All data collected gives teachers next steps in planning, delivering, and reflecting on instruction.

2. 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. 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. Students are also grouped by ability for our 37.5 minute intervention.

4. 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.

5. Does not apply

6. 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 DY0 assessments. The goal for ESL students is to move at least two full years growth 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. We also evaluate the ELL's data quarterly and each ELL has a personal assessment folder that allows us to track their success.

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: <u>MS 331</u>		School DBN: <u>10X331</u>	
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

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)
	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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Bronx School of Young Leaders	DBN: 10X331
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<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
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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: Students who scored 'advanced' on the 2011-1012 NYSELAT exam will attend a morning session, for 37 sessions, M-W , from 7:10-8:10 am. The teacher will plan lessons using 'English 3-D' from Scholastic. This curriculum is aligned to many of the new common core standards including; reading text closely, annotating text and writing arguments. Our ELA teacher will co-teach the course with our ESL teacher. We chose our ELA teacher to co-teach with our ESL teacher, because of his experience level. He has ten years of teaching experience and our ESL teacher is new this year. He will address the language proficiency needs of students by using language acquisition goals each day. He is using the English 3-D curriculum which is designed for Emerging Bilingual students and explicitly incorporates english language development support. We had this program last year and 10 of our advanced students became proficient on NYSELAT. We will offer 10 Saturday sessions for students, in all levels, to receive assistance on the Learning Targets they haven't mastered in class. Our ESL and Bilingual teacher will teach this course with content area teachers so that they can translate when necessary. The times of the program are from 9-12. Teachers are also working an hour scoring assessments from the program and planning the next session.

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: Content area teachers will receive Professional Development on translanguaging strategies using the translanguaging guide from CUNY. They will learn and practice strategies and then build these strategies into their units of study. Our ESL and bilingual teacher will learn Understanding by Design and create units of study on Atlas Rubicon. In house administrators, consultants from CUNY and instructional leads will facilitate the sessions. The PD will revolve around the resources in the translanguaging and language guides we have received from CUNY. These are free resources and you can find them at the following links:

<http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf> and

<http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf>

We will hold sessions on the Sept, November and June full-day PD days. We will also incorporate translanguaging PD into our weekly departmental meetings.

Part D: Parental Engagement Activities

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: We will have a translation team, using resources we have on staff and bilingual parents, to translate curriculum materials, family letters, etc. Through our partnership with Computers for Youth all of our 6th grade families will attend a family learning workshop, in their home language, and be given a free computer. Families will learn about the programs available on the computers and the website, "Power My Learning". Families will be invited to "Family Fridays" hosted by Citizen Schools. These sessions will cover topics such as; the new standards, family fitness, high school orientations, etc. Parents receive monthly newsletters and calendars in multiple languages and written by our Parent Coordinator.

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) <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)		

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.
Travel		
Other		
TOTAL		