



RAFAEL CORDERO Y MOLINA, IS 302K

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: **19K302**
ADDRESS: **350 LINWOOD STREET BROOKLYN NY 11208**
TELEPHONE: **718-647-9500**
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 302K **SCHOOL NAME:** Rafael Cordero y Molina

SCHOOL ADDRESS: 350 Linwood Street Brooklyn NY 11208

SCHOOL TELEPHONE: 718-647-9500 **FAX:** 718-827-3294

SCHOOL CONTACT PERSON: Nelly G. Pena **EMAIL ADDRESS:** Npena2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Trevor R. Glover

PRINCIPAL: Lisa Linder

UFT CHAPTER LEADER: Oral Brady

PARENTS' ASSOCIATION PRESIDENT: Tammy Cajigas

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **CHILDREN FIRST NETWORK (CFN):** 3/Cluster 303

NETWORK LEADER: Donald Conyers

SUPERINTENDENT: Rose-Marie Mills

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Lisa Linder	*Principal or Designee	
Oral Brady	*UFT Chapter Chairperson or Designee	
Tammy Cajigas	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Cynthia Ortiz	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	
Johanna Josaphat	Member/UFT	
Yanira Sosa	Member/PA	
Daisy Rodriguez	Member/PA	
Erica Rodriguez	Member/PA	
Rufina Santiago	Member/PA	
Janelle Pluck	Member/PA	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Vision

We see an I.S. 302 community where all members, students, staff and parents, support each other, address, accept, and meet the needs of individuals, and create an atmosphere where learning, creativity, and participation takes place. Consequently, the members of our community will be life-long learners, flexible, and adaptable to change, responsible and accountable, and will become active participants in our school and society.

Mission

IS 302K seeks to educate a diverse community of students to reach their fullest potential while developing in them the knowledge, skills, and values that will allow them to become productive citizens.

Overall Description

Rafael Cordero y Molina, I.S. 302K, is located in the East New York area of Brooklyn. We are part of Community School District 19 and Children's First Network/Cluster 303.

Curriculum Highlights

- English Language Arts: Comprehensive Approach to Balanced Literacy across all grades, including bilingual and special needs receive daily 90 minutes of instruction.
- Mathematics: Impact Mathematics across all grades, including bilingual and special needs. The 6th, 7th and 8th grade receive 8 to 9 periods of instruction a week. We are offering honors math in the 7th grade and Integrated Algebra in the 8th grade.
- Social Studies: Implementing the NYC Core Curriculum and its Scope and Sequence by using the workshop model across all grades, including bilingual and special needs.
- Science: Implementing the NYC Core Curriculum and its Scope and Sequence. In order to increase science lab skills, sixth grade students have science and science lab.
- Arts: Elective blocks were created to provide students with a choice of art, piano, performance sign language, graffiti, drama, technology and ballroom dancing.
- Afterschool/Saturday programs: include academic programs in Math and ELA enrichment

At Rafael Cordero y Molina, I.S. 302K we educate the whole child. To enrich our academic program we offer students the opportunity to participate in various clubs and programs. Our extracurricular programs include basketball, chess, drama, chorus, violence prevention-peer mediation, Fitness Boys and girls, art portfolio club, jewelry making, band, drumming and Math club.

To further support the instructional program we have formed partnerships with the following organizations: Cypress Hills East New York Beacon, East New York Diagnostic & Treatment Center, Education Development Center, Creative Educational Systems and Leadership Academy.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	J.H.S. 302 Rafael Cordero								
District:	19	DBN:	19K302	School BEDS Code:	331900010302				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11		
	K		4		8	√	12		
	1		5		9		Ungraded	√	
	2		6	√	10				
Enrollment				Attendance - % of days students attended :					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88.5	89.5	87.9		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0						
Grade 3	0	0	0						
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	309	309	296						
Grade 7	319	343	311						
Grade 8	313	351	360						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	12	14	9						
Total	953	1017	976						
				Student Stability - % of Enrollment :					
				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
					88.8	89.4	87.6		
				Poverty Rate - % of Enrollment :					
				<i>(As of October 31)</i>	2008-09	2009-10	2010-11		
					95.2	81.2	81.2		
				Students in Temporary Housing - Total Number :					
				<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
					10	60	92		
				Recent Immigrants - Total Number :					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					51	58	59		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	86	77	70	Principal Suspensions	14	87	45		
# in Collaborative Team Teaching (CTT) Classes	0	8	10	Superintendent Suspensions	35	60	32		
Number all others	76	71	65						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	113	139	TBD	Number of Teachers	85	77	72		
# in Dual Lang. Programs	0	0	TBD						
# receiving ESL services only	57	69	TBD						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	6	33	TBD	Number of Administrators and Other Professionals	27	27	14
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	10	11	19
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	12	95	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	61.2	84.4	93.1
				% more than 5 years teaching anywhere	57.6	62.3	79.2
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	72.0	79.0	86.1
American Indian or Alaska Native	0.5	0.6	0.6		91.0	95.9	89.5
Black or African American	33.4	33.0	33.1				
Hispanic or Latino	60.7	60.5	60.7				
Asian or Native Hawaiian/Other Pacific Isl.	4.7	4.3	4.7				
White	0.7	1.2	0.7				
Male	50.2	50.9	50.5				
Female	49.8	49.1	49.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)			Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced				√		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	-	-	-				
Multiracial	-						
Students with Disabilities	√	√					
Limited English Proficient	√sh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	D			Overall Evaluation:	P		
Overall Score:	30.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	P		
School Environment:	3.5			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:	2.3			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	P		
Student Progress:	23.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

A comparison of the **New York City Department of Education Progress Reports** from 2008-2009 and 2009-2010 yielded the following findings:

- Students making at least one year of progress in ELA **INCREASED** from 58.8% to 64%.
- Students making at least one year of progress in Math **DECREASED** from 60.4% to 55%
- School environment score **DECREASED** from 8.5 to 3.5.
- The overall grade of the **DECREASED** from a "B" to "D".
- Learning Environment Survey yielded the following information
 - Overall score for the Learning Environment Survey **DECREASED** from 8.5 to 3.5
 - Academic Expectations **DECREASED** from 7.7 to 7.6
 - Communication **DECREASED** from 6.8 to 6.6
 - Engagement **DECREASED** from 7.1 to 7
 - Safety and Respect **DECREASED** from 6.8 to 6.5
 - Attendance **DECREASED** from 89.5% to 87.9%

The **2009-2010 NYS Accountability Report** yielded the following information

- Overall Accountability Status is Restructuring (advanced) Comprehensive
 - ELA – Restructuring (advanced) Comprehensive
 - Math – In Good Standing
 - Science – In Good Standing
- Elementary/Middle-Level English Language Arts
 - All Students **did not make AYP**, performance index was 141 and the effective AMO was 151
 - Black or African American **did not make AYP**, performance index was 136, effective AMO was 149 and did not qualify for Safe Harbor target of 149
 - Hispanic or Latino **did not make AYP**, performance index was 141 and the effective AMO was 150

- Asian or Native Hawaiian/Other Pacific Islander **made AYP**, performance index was 166 and the effective AMO is 139
- Students with Disabilities **did not make AYP**, performance index was 110, the effective AMO was 146 and did qualify for Safe Harbor target of 119
- Limited English Proficient **did not make AYP**, performance index was 115, the effective AMO was 147 and did not qualify for Safe Harbor target of 124
- Elementary/Middle-Level Mathematics
 - All Students **made AYP**, performance index was 153 and the effective AMO was 131
 - Black or African American **made AYP**, performance index was 147 and the effective AMO was 129
 - Hispanic or Latino **made AYP**, performance index was 154 and the effective AMO was 130
 - Asian or Native Hawaiian/Other Pacific Islander **made AYP**, performance index was 173 and the effective AMO is 120
 - Students with Disabilities **did not make AYP**, performance index was 105, the effective AMO was 126 and did qualify for Safe Harbor target of 118
 - Limited English Proficient **made AYP**, performance index was 128 and the effective AMO was 127
- Elementary/Middle-Level Science
 - All Students **made AYP**, performance index was 103 and the state standard was 100
 - Black or African American **did not make AYP**, did not qualify for Safe Harbor, performance index was 103 and the state standard was 100
 - Hispanic or Latino **made AYP**, qualified for Safe Harbor, performance index was 99 and the effective AMO was 100
 - Students with Disabilities **made AYP**, qualified for Safe Harbor targets, performance index was 74, the effective AMO was 100, met Safe Harbor target of 60
 - Limited English Proficient **did not make AYP**, did not qualify for Safe Harbor targets, performance index was 84 and the effective AMO was 100

ENGLISH LANGUAGE ARTS

An analysis of **grade 6, 7 and 8 NYS ELA Assessment** results over a three-year period from 2008 to 2010 indicates the following:

- Results for **all tested students** indicate a 17.2% **INCREASE** (from 8.8% to 26%) of students performing at level 1, and a 9.4% **DECREASE** (from 30.3% to 20.9%) of students performing at levels 3 and 4.
- Results for **ELL students** indicate a 28.6% **INCREASE** (from 30% to 58.6%) of students performing at level 1, and a 3.8% **INCREASE** (from 0% to 3.8%) of students performing at levels 3 and 4.
- Results for **students with disabilities** indicate 40.8% **INCREASE** (from 22.3% to 63.1%) of students performing at Level 1, and a 9.3% **DECREASE** (from 10.1% to 0.8%) of students performing at levels 3 and 4.

Further Data Analysis for English Language Arts

Between 2009 and 2010, the percentage of students performing at Levels 3 and 4 fell from 50.8% to 21.1%, a drop of 29.7%. City-wide, the percentage of students at or above grade level fell from 68.8% in 2009 to 42.4% in 2009, a decrease of 26.4%. In terms of losses, our school lost 3.3% more Level 3s and 4s than the city as a whole.

For comparison, we have calculated how many students would have been at or above grade level in 2010 using the cut score of 650 from 2009. If the cut score had been maintained at 650, approximately 46.9% of our students would be at Level 3 or 4. This would have represented a decrease of 3.9% below the 50.8% of students who were on or above grade level in 2009.

Between 2007 and 2009, we increased the number of Levels 3 and 4 from 22.7% to 50.8%. We are concerned because, even using prior cut scores, our growth curve was slightly negative for the first time in 3 years.

MATHEMATICS

An analysis of **grade 6, 7 and 8 NYS Math Assessment** results over a three-year period from 2008 to 2010 indicates the following:

- Results for **all tested students** indicate a 9.6% **INCREASE** (from 15.3% to 24.9%) of students performing at Level 1, and a 16.9% **DECREASE** (from 45.2% to 28.3%) of students performing at levels 3 and 4.
- Results for **ELL students** indicate 26.1% **INCREASE** (from 20.7% to 46.8%) of students performing at level 1, and a 23.8% **DECREASE** (from 32.8% to 9%) of students performing at levels 3 and 4.
- Results for **students with disabilities** indicate a .8% **INCREASE** (from 46% to 46.8%) of students performing at level 1, and a 3.8% **DECREASE** (from 12.8% to 9%) of students performing at levels 3 and 4.

An analysis of **grade 6, 7 and 8 NYS Math Assessment** results over a three-year period from 2008 to 2010 indicates the following:

- We saw a sharp decrease in student performance, from 61.1% to 28.2% in student performance.
- Using the data from Beginning of Year Inventory, we noticed that most students in grades 6-8 performed within proficiency and showed strengths in number sense. 70% of students did not pass the beginning of year inventory.
- We are looking to see strong gains in probability, algebra and geometry and, an increase by at least 30% across all grades

Analysis of the Beginning of Year Inventory indicated the following areas of weakness:

- Grade 6: geometry, algebra and, estimation and visualizing patterns
- Grade 7: geometry, solving proportion, confusing surface areas with volume, writing numbers in exponential form and converting fractions to percentages
- Grade 8: angle geometry, functions, multiplications of binomials and , measurement-angels and scale drawings and naming transformation

An analysis of the Beginning of Year Inventory yielded that geometry and algebra is an area of concern in all grades 6 & 7 and measurement and geometry for grade 8 and some areas in the algebra strand.

SCIENCE

An analysis of 2010 **grade 8 NYS Science Assessment** results 2010 indicates the following:

- Results for **all tested students** indicate a slight 4% decrease (from 28% to 24%) of students performing at Level 3 & 4 and a 6.7% increase (from 15.3% to 22%) of students performing at level 1.
- Results for **ELL students** indicate 0.7% decrease (from 20.7% to 20%) of students performing at level 1, and a 2.8% decrease (from 32.8% to 29%) of students performing at levels 3 and 4.
- Results for **students with disabilities** indicate a 7% increase (from 29% to 36%) of students performing at level 1, and a 21.% decrease (from 24% to 3%) of students performing at levels 3 and 4.

The data for grade eight students shows an increasing pattern in the percent of students performing at level 2 or above and a decreasing pattern in the percent of students performing at level 1. Data also showed a decrease in levels 3 & 4.

SOCIAL STUDIES

An analysis of **grade 8 NYS Social Studies Exam** results over a three-year period from 2008 to 2010 indicates the following:

- Results for **all tested students** there was an increase of 18% (from 8% to 26%) of students performing at levels 3 and 4.

Analysis of the Beginning of year diagnostic indicated the following areas of weakness:

- Grade 6: Geography, vocabulary and economics
- Grade 7: Geography, vocabulary, reading graphs, basic social studies ideas
- Grade 8: Geography, vocabulary, timelines, main idea and detail, economics

BARRIERS TO SUCCESS

As per the 09-10 School Quality Review Report this school needs to:

- Deepen teachers' competency in the delivery of differentiated lessons so that activities suitably meet the needs of students to increase student engagement and improve academic outcomes.
 - Differentiated instruction, though a focus of the school, is still emerging.
 - Some teachers effectively provide students with activities that meet their needs, while others struggle with matching students with appropriate activities. Consequently, there is inconsistency in the level of student engagement as not all instruction meet students' learning needs.
 - The varying level of teacher expertise with planning and conducting highly engaging lessons, leads to some lessons that do not adequately meet the needs of either special education or high-performing students. In a collaborative, team-taught science class, students receive whole class instruction with the same assignment. Engaging the entire class in completing the same activity and using the same text indicate that differentiated lessons that meet the needs of all students are not yet embedded practice.

- Strengthen teacher teams to ensure that inquiry work results in the evaluation of student work and the enhancement of teacher expertise in creating common assessments, to improve pedagogy and student progress.
 - Teacher teams meet on a weekly basis and carry out a sufficient analysis of student data. However, there are seldom discussions on the quality of classroom instruction and curricular decisions, resulting in missed opportunities to enhance teacher growth.
 - The practice of teacher teams designing common assessments is infrequent and does not give staff many opportunities to develop proficiency in this area.
 - Enhance adult-capacity building by broadening the opportunities for proficient teachers to provide needed support to their colleagues.
 - Professional development involves participation in workshops, interschool visitation, and sometimes discussion of student work. The school has not yet instituted adequate formal opportunities for staff to learn from each other to promote both pedagogical development and student growth further.
 - Whereas the school has a cadre of effective teachers, formal opportunities for them to enhance their expertise are not in place. This inhibits the improvement of pedagogy and enhancement of leadership growth.
- Implement structures to evaluate the work of teacher teams and the leadership development opportunities available to build capacity.
 - The school ensures that most teachers are on teacher teams and that the teams engage in data analysis. However, the evaluation of the effectiveness of the teams is conducted annually therefore missing opportunities to carry out necessary changes during the school year.
 - Opportunities to foster and support teacher leadership are emerging in the school. The school has identified a few teacher leaders but has not fully established strategies to appraise the supports available to them on a regular basis.

In addition:

- Attendance is below 95%
- Recent immigrants, many of whom are not at grade level in their native language.
- The reduction in the school budget has increased this school's class size and reduced the number of available support personnel.

AIDES TO SUCCESS

As per the 09-10 School Quality Review Report this school's aides to success are:

- The administrative team's intent focus on school success drives the development of strategic organizational decisions and the effective use of resources to meet the needs of the student population.
 - Administration regularly reviews the school register and the needs of the student population in an effort to ensure continuous school improvement. As a result, the program includes courses in native language arts and English providing effectively support for English language learners. Elective and after-school offerings are extensive, inspire students' interest, and fulfill their needs.
 - Reflective programming results in all teachers having scheduled common planning time. Leaders use this time to provide professional development on differentiated instruction, and to discuss student performance and instructional strategies. These activities reinforce the school's goal to improve the quality of instruction.

- An extensive analysis of a wide array of data gives administrators detailed information on the schools' performance and this guides the development of impressive goals aimed at raising student achievement.
 - Rigorous summer planning by administrators and teachers results in a thorough analysis of State assessment data, teachers' performance, the comprehensive information report, and the Learning Environment Survey. The information guides the development of strategic school-wide goals to enhance the performance of the English language learners.
 - Strategic adjustments to the school program by administrators provide rigorous instruction for the large group of newly enrolled English language learners. The reorganization of English as a second language classes enables students to receive instruction in homogeneous groups that meet their needs. In addition, Periodic Assessment data analysis by teachers guides the tailoring of tutoring courses in the after-school program to improve the performance of students.
- Effective data analysis guides the collaborative development of solid school-wide goals that the school community understands and culminating in explicit plans to bolster student achievement.
 - The schools' goals and action plans, developed with a planning team that involves teachers and parents, are explicit in all school planning documents, including the Comprehensive Educational Plan. The goals fittingly focus both on improvement in the performance of English language learners and higher achieving students in both English language arts and math, and serve as a catalyst for student improvement.
 - The school analyzes summative and formative assessment data and evaluates the impact of curricular and instructional decisions, to ensure alignment between the curriculum, instruction, and school organization. There is a comprehensive review of students' performance at the end of each marking period, which results in requisite changes regarding what is taught and by whom. Teachers make strategic changes to curriculum maps, and administrators revise both student and teacher programs and the location of classes giving greater alignment between instructional goals and organizational decisions.
- The school provides numerous opportunities for on-going, reciprocal communication with students and families resulting in students' reflecting on their learning and parents who are more informed.
 - The school disseminates a wide array of communiqués to provide students and families with information on the availability of school activities and supports that enhance student outcomes. There is a parent forum in September where the school shares information regarding the curriculum and the resources available to assist students. The school distributes reports outlining student achievement on Periodic Assessments along with ways in which parents can help on an on-going basis thereby engaging parents in the education process.
 - On completion of a portfolio piece, students reflect on their learning, and prepare a reflection log to guide them in thinking about the skill they have acquired. Additionally, goal setting engages students in analyzing their performance on summative assessments and reflecting on strategies that work best for them. Students indicate that this process enables them to take responsibility for their learning and guides their understanding of how they learn best.

- School leaders and staff consistently communicate high expectations to students and parents resulting in a shared commitment for success and an improvement in parent participation.
 - Monthly school activities include the celebration of honor roll and perfect attendance. The recognition ceremonies, held at monthly parent association meetings, award both parent and student for their accomplishments. Additionally, students who consistently adhere to the school rules participate in incentive trips to promote the thrust of high expectation further. These opportunities reinforce the high standards the school upholds.
 - The parent association, in conjunction with the school, provides GED classes for parents so that they can better support the education of the students. Annual Halloween and Thanksgiving activities, implemented by the parent association, further foster parent involvement in the school. Parents rave about the principal's unwavering commitment to ensure that all constituents uphold the high standards established.

In addition:

- Stable and over 90% highly qualified staff
- An administration that is committed to the success of this school
- Increase of the number and variety the arts and sport programs
- Implementation of a peer mediation program

The greatest accomplishments over the last couple of years are:

Recipients of the following grants:

- Campaign for Middle School Reform, September 2009 – June 2010
- New York State School Quality Review Initiative, September 2009 to June 2010
- Middle School Task Force, September 2009 to June 2010
- SIFE, January 2010 to June 2010
- SINI, January 2010 to August 2010
- ELL Title One Summer, Summer 2010
- NYC High-Needs Title I Schools in Districts in Need of Improvement, Sept. 2010 to Dec. 2010
- Transitional Bilingual Education Grant, September 2010 – June 2011
- Middle School Task Force, September 2010 to June 2011
- SIFE, January 2011 to June 2011
- SINI, January 2011 to August 2011
- Student Support Allocation Grant, February 2011 to June 2011

Continuation and Expansion of IS302K's Art Programs:

- Ballroom dancers competed in the Citywide Ballroom Dancing Competition and won the silver medal.
- Drama Production - IS 302K presents *Fame*.
- Graffiti
- Sign Language
- Art
- Piano
- Band

Curriculum and Instruction

- The expansion of our Collaborative Inquiry Work
- Development of a Coherent Curriculum in English Language Arts, Mathematics, Science and Social Studies.
- Systematic increase of differentiation of instruction
- Increased opportunities for professional development

SECTION V: ANNUAL SCHOOL GOALS

Goal Number One: Attendance

After conducting a review of the attendance trends for the last three years, the findings reached by the inquiry team determined that the majority of students that are not meeting the standards also have poor attendance. Therefore, increasing attendance will continue to be a priority for IS 302K.

I.S. 302K will improve overall attendance to 90% by the end of the 2010-2011 school year.

Goal Number Two: Math Performance Goal

After the SLT and the administrative team reviewed the 09-10 NYS Accountability Report, 09-10 school report card and 09-10 NYS math exam scores the SLT determined that **IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS Math assessment.**

Goal Number Three: ELA Performance Goal

After the SLT and the administrative team reviewed the 09-10 NYS Accountability Report, 09-10 school report card and 09-10 NYS ELA exam scores the SLT determined that **IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS ELA assessment.**

Goal Number Four: Science Goal

After the SLT and the administrative team reviewed the 09-10 NYS Accountability Report, 09-10 school report card and 09-10 NYS science exam scores the SLT determined that **IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS Science assessment.**

Goal Number Five: English Language Learners Performance - ELA

After the SLT and the administrative team reviewed the 09-10 NYS Accountability Report, 09-10 school report card and 09-10 NYS science exam scores the SLT determined that **IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS ELA assessment.**

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>I.S. 302K will improve overall attendance to 90% by the end of the 2010-2011 school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ACTIONS/STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> • Family assistants will inform the guidance counselor of students with chronic lateness and absences (3 or more in one week). The family assistant and guidance counselor will contact parents via phone to schedule an attendance meeting. • Post the percentage of attendance per grade and school wide in the lobby and on each floor on a daily basis • The implementation of an Attendance Mentoring Program will allow for key staff members to mentor students experiencing chronic attendance issues. Each mentor will meet with each student at least once per week to assist with improving their attendance. • Students who arrive to school on time will be randomly selected and receive an award. • Classes with 100% attendance for the day will be recognized the following morning via the morning announcements. • Classes with 100% attendance for the entire week will be included in a raffle every Monday morning, the winners will be rewarded. • All students with 100% attendance for the month will attend a field trip or an in school activity. <p>RESPONSIBLE STAFF MEMBERS</p> <ul style="list-style-type: none"> • Ms. Linder, Principal • Attendance Teacher • Mr. Glover, Dean • Ms. Lucas, 6th Grade Guidance Counselor • Ms. Rodriguez, 8th Grade Guidance Counselor • Ms. Adesso, 7th Grade Guidance Counselor

	<ul style="list-style-type: none"> • Mr. Ventura, Family Assistant • Ms. Odom, Family Assistant <p>TARGET POPULATION: All Cohorts in grades six, seven and eight including ELL's and Special Needs Students.</p> <p>IMPLEMENTATION TIMELINE – September 2010 to June 2011</p> <ul style="list-style-type: none"> • Attendance percentage is posted daily • Weekly meetings with guidance counselors, dean, assistant principals and family assistants • Monthly meetings with principal • Students receive monthly recognition for their good attendance
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I Tax Levy AIDP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>INDICATORS OF INTERIM PROGRESS/ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • The daily and weekly attendance percentage is at 90% or above by June 30, 2011. • The number of students receiving monthly attendance rewards will increase from Oct. 2010-June 2011. • Administration, guidance, attendance teacher and family assistant will meet on a weekly basis to discuss students with chronic attendance issues and open 407's. • The number of 407's has reduced and the amount of time that it takes to close a case has decreased. • Usage of School Messenger to inform parents when students are absent or late.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS Math assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTIONS/STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> • Continue to implement Impact Mathematics in grades 6, 7 and 8 by aligning modules with the NYS standards, purchasing supplemental materials for low performing students and ELL students • Continue to provide additional periods of math instruction focused on skill development • Integrate math into related curriculum areas with the aid of individual instructional units and projects • Reduce class size, particularly for retained students who do not meet chancellor’s promotional standards • Continue to use SIFE to supplement the needs of ELL students • Professional development will continue to be conducted by math coach, math lead teacher, assistant principals and CFN facilitators during common preps and “lunch and learns” with an emphasize on using the state standards to analyze student work, reading skills in all content areas and usage of curriculum maps and pacing calendars • Special Needs Teachers will receive professional development to specifically target their students’ deficiencies in order to meet the standards • Teachers will provide extra assistance for students thru Acuity • Teachers of ELL students will receive professional development to support the needs of ELL students in meeting the standards • The following Academic Intervention Services will be continued: <ul style="list-style-type: none"> ○ Saturday Academy ○ Small Group Tutorial via AIS pull-out and push-in programs ○ ELL Success Academy ○ 37.5 Minutes ○ Integrated Math Intervention Program

	<p>TARGET POPULATION: All Cohorts in grades six, seven and eight including ELL’s and Special Needs Students.</p> <p>RESPONSIBLE STAFF</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • Math Coach • CFN 303 Facilitators • Teachers <p>IMPLEMENTATION TIMELINE: September 2010 – June 2011</p> <ul style="list-style-type: none"> • 6th grade: 10 periods a week, daily 90-minute block of math; • 7th grade: 8 periods of instruction weekly (includes 2 to 3 doubles weekly); • Two 7th grade Honors classes have 8 periods of instruction weekly • 8th grades: 8 periods of instruction weekly (includes 2 to 3 doubles weekly) • Two 8th grade Integrated Math classes have 10 periods of instruction weekly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Title III and Title I Title I SIG 2 SIFE</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>INDICATORS OF INTERIM PROGRESS/ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • Uniform beginning year inventories, unit exams, midterms and final exams in all grades (Results will inform instruction and professional development) • On-going use of student Portfolios/Datafolios in all grades, including student intervention folders • On-going teacher anecdotes such as conference notes, comments on student work, scores on quizzes, etc... • Weekly snapshots by administration (Based on the snapshot focus of the week)

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| | <ul style="list-style-type: none">• Increase in the passing rate for math in the first, second, third and fourth marking quarter student report cards |
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Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTIONS/STRATEGIES/ACTIVITIES</p> <p>Our plan is to address the recent decline in performance with overwhelming force. The ELA curriculum has been bolstered by the infusion of significant resources and the restructuring of our unit pacing and writing program. At the same time, we are making an attempt to maintain and improve those components of our curriculum and instructional approach that have yielded growth over the last several years.</p> <p>Both staff and students have become increasingly adept at analyzing assessment data over the last few years. As we have honed our ability to target specific literacy needs and track progress throughout the year, we have become increasingly aware of the need to provide comprehensive resources suitable to meet the wide range of needs that we have identified. With this objective in mind, ELA teachers have been provided with the Prentice Hall <i>Literature: Language and Literacy</i> program at each grade level, and curriculum maps have been revised to accommodate the Prentice Hall unit structure. This allows us to work with elements from last year’s curriculum that were successful, such as unit themes, while improving the range and appropriateness of texts available to meet student needs.</p> <p>We have also increased both the amount and the rigor of student writing throughout the year. By the end of the 2010-11 school year, students will have been asked to produce 50% more standards-based writing than in previous years. In addition to monthly writing genres that are aligned with our units of study, students are being asked to produce a response to literature every six weeks in order to reflect on reading, monitor writing progress, and prepare for the more-rigorous expectations of the 2011 ELA exam.</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Emphasize ELA content and genre knowledge as described in the New York State English Language Arts Learning Standards via the support and use of Prentice Hall\Pearson Reading program and

Milestones Reading Program

- Reinforce instruction in reading strategies.
- Improve implementation of small group and differentiated instruction.
- Incorporate Achieve 3000 program into literacy instruction.
- Initiate year long and monthly themes for unit planning.

Instructional Approach

- Improve implementation of workshop model of balanced literacy instruction.
- Incorporate student data into instructional planning at the whole-class, small group, and individual levels.
- Continue use of data binders to analyze data, identify areas of need, and set goals
- Continue use of writing portfolios and uniform rubrics
- Improve student writing output and presentation
- Infusing Achieve 3000, a web based program, into the balanced literacy prototype in all special needs ELA and ESL/ELA instruction.

Assessment

- Establish baseline reading-level and ELA-aligned periodic reading assessments via Scantron
- Organize and analyze assessment data for the purpose of planning instruction.
- Improve capacity of formal and informal formative assessment in literacy
- Administer Scantron Performance Series as a beginning year inventory

Professional Development

Provide professional development during common preps and “lunch and learns” in:

- Use of data to drive instruction.
- Use of reading and test sophistication strategies.
- Small group and differentiated instruction.

English Language Learners

- Include bilingual ELA teachers in all language arts professional development opportunities.
- Provide additional support in ELL literacy instruction.
- Provide additional leveled texts for reading intervention.

- Implement Milestones Reading Program
- Infusing Achieve 3000, a web based program, into the balanced literacy prototype in all ESL/ELA classrooms

Special Needs Students

- Provide additional periods of ELA instruction to self-contained special needs students.
- Provide ELA professional development at Special Needs common preps.
- Provide additional leveled texts for reading intervention.
- Mainstreaming will continue in all major subjects with the appropriate support indicated by the IEP.
- Infusing Achieve 3000, a web based program, into the balanced literacy prototype in all special needs ELA classrooms

Intervention Services

- The following Academic Intervention Services will be continued:
 - Saturday Academy
 - Small Group Tutorial via AIS pull-out and push-in programs
 - ELL Success Academy - Afterschool
 - 37.5 Minutes
 - Additional periods of ELA

Target Population: All Cohorts in grades six, seven and eight including ELLs and Special Needs Students.

IMPLEMENTATION TIMELINE

September 2010 – June 2011

6th, 7th and 8th grade receive 90-minutes of daily instruction

RESPONSIBLE STAFF MEMBERS

- Principal
- Assistant Principals
- Literacy Coach
- CFN 303 Facilitator
- Teachers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contract for Excellence Tax Levy Title III and Title I Title I SIG 2</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>INDICATORS OF INTERIM PROGRESS/ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • On- going use of student portfolios in all grades, including student intervention folders • Demonstrate ongoing growth on Achieve 3000 assessments • Formal and informal observations • On- going teacher anecdotes such as conference notes, comments on student work, scores on quizzes, etc... • Weekly Snapshots by administration (Based on the snapshot focus of the week) • Periodic unit exams • Increase in the passing rate for ELA in the first, second, third and fourth Marking Quarter Student Report Cards • Acuity ITA and Predictive 6th, 7th and 8th grade in November, January and April • NYSESLAT's—6th, 7th and 8th grade ELL students in May 2011 • Scantron- 6th, 7th and 8th grades in September 2010, February 2011 and June 2011. • LAB – R and LAB for incoming students • Individual Education Plans – These are updated annually • Monthly Bulletin Boards

Subject/Area (where relevant): English Language Learners-ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>ACTIONS/STRATEGIES/ACTIVITIES There are seven Transitional Bilingual Education (TBE) classes-two in the sixth grade, two in the seventh grade and three in the eighth grade, which receive one period of Native Language Arts and two periods of ESL per day plus one period of ESL enrichment for beginning level students in cohort “A.” Content area instruction – other than ELA and ESL class periods – for all bilingual classes is given in Spanish and English in a Transitional Bilingual Education model. Beginning level students on the NYSESLAT will receive the 60:40 Spanish /English ratio.</p> <p>CURRICULUM</p> <ul style="list-style-type: none"> • ELLs whose parents have selected a freestanding ESL program receive ESL services on a pullout basis according to the NYSESLAT cut scores; two periods per day for beginning and intermediate level students and one period per day for advanced. Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. • Instructional strategies employed are aligned with the NYC Core Curriculum Balanced Literacy Prototype, which relies on independent reading in leveled libraries, guided reading, and guided writing techniques. • An additional emphasis is placed on contextual/situational acumen, total physical response and visual cues to move students from Basic Inter-personal Communication Skills (BICS) to higher order Cognitive Academic Language Proficiency (CALPS). • Implement Reading Milestone reading program • Implement Achieve 3000, a web based program, in all ESL/ELA classrooms • Implement Rosetta Stone, a web based program, for beginner ESL students • Implement or utilize Learning Village resources such as Destination Reading

- Implement MY! Access, a web based program, for advanced ESL students

Grants

- SIFE grant awarded by the Department of Education to address the unique challenges of students with interrupted formal education and long term English Language Learners. This grant partially funds the ELL Success Academy, professional development, software for ESL/ELA and Science, materials and classroom libraries.
- Transitional Bilingual Education Grant – funded the purchase of Achieve 3000
- NYC High-Needs Title I Schools in Districts in Need of Improvement – funded the purchase of Rosetta Stone and teacher for Academic Intervention Services

PROFESSIONAL DEVELOPMENT

- Monthly ESL/Bilingual teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of the Knowledge Network LSO ESL prototype. Professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.
- IS 302K will continue to participate in the QTEL: Building the Base
- ESL teachers are included in all Literacy professional development provided the ELA coach
- Teachers will be sent to conferences and professional development offered by the Office of English Language Learners

Academic Intervention Services

- Saturday Academy
- Small Group Tutorial via AIS pull-out and push-in programs
- ELL Success Academy - Afterschool
- 37.5 Minutes

RESPONSIBLE STAFF

- Principal
- Assistant Principals

	<ul style="list-style-type: none"> • ESL Coordinator • Literacy Coach • Teachers <p>IMPLEMENTATION TIMELINES September 2010 – June 2011 6th, 7th & 8th ELL Students receive 90 Minutes of daily instruction in ESL/ELA</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Contract for Excellence Tax Levy Title III and Title I Title I SIG 2</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>INDICATORS OF INTERIM PROGRESS/ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • On- going use of student portfolios in all grades, including student intervention folders • Demonstrated ongoing growth on Achieve 3000 assessments • Formal and informal observations • On- going teacher anecdotes such as conference notes, comments on student work, scores on quizzes, etc.. • Weekly Snapshots by administration (Based on the snapshot focus of the week) • Periodic unit exams • Increase in the passing rate for ESL/ELA in the first, second, third and fourth Marking Quarter Student Report Cards • New York State English Language Arts Exam, May 2011 • Acuity ITA and Predictive 6th, 7th and 8th grade in November, January and April • NYSESLAT's – 6th, 7th and 8th grade ELL students in May 2011 • Scantron, 6th, 7th and 8th grades in September 10, January 2011 and June 2011. • LAB – R and LAB for incoming students

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| | <ul style="list-style-type: none">• On going use of student Portfolios/Datafolios in all grades, including student intervention folders• Monthly Bulletin Boards |
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Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>IS 302K by June 2011 grades 6 – 8 will demonstrate progress towards achieving state standards as measured by a 5% increase of students scoring at levels 3 and 4 on the NYS Science assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ACTIONS/STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> ● Students in grade 8 will continue to create a high quality exit project that meets the Science and English Language Arts standards. In order to strengthen this strategy we will increase the opportunity of interdisciplinary projects throughout the school year ● Grade 8 ELL students will continue to receive AIS services ● Funding will be made available to purchase books for the 6th, 7th and 8th grade and hands on materials for all grades including materials in Spanish ● Continue to provide opportunities for science field trips, so all students can experience real life science throughout the school year ● Increase the number of science classrooms equipped with mobile labs, microscopes and science materials ● Each science room will have a science library ● All teachers will follow curriculum map/pacing calendar ● All teachers will administer uniform midterms and finals exams ● All students will maintain science portfolios ● All science teachers per grade will continue to have a weekly common prep for planning together and/or for professional development by teachers, and assistant principals ● All science teachers will receive professional development on 90-minute lessons, exit projects, literacy in the content area, differentiated instruction, workshop model, experiment, teaching science standards, test prep, teaching special needs bridge classes, science portfolios, rubric vs. checklist and any other professional development as needs are identified throughout the school year ● 8th Grade special needs classes will receive science lab classes ● All other 8th grade classes have access to the fully equipped science classroom <p>Target Population: All Cohorts in grades six, seven and eight including ELL’s and Special Needs Students.</p>

	<p>RESPONSIBLE STAFF</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • CFN 303 Facilitators • Teachers <p>IMPLEMENTATION TIMELINES September 2010 – June 2011 6th, 7th & 8th Graders receive 45 Minutes of daily instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<p>Contract for Excellence – Reduction of class size. Tax Levy Title III Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>INTERIM PROGRESS/ACCOMPLISHMENTS</p> <ul style="list-style-type: none"> • NYS Science Exam-Performance, 8th grade May 2011 • New York State Science Exam-Written, 8th grade May 2011 • On going use of student Portfolios/Datafolios in all grades, including student intervention folders • An increase of science exit projects that meet the standards, June 2011 • An increase of science fair projects that are submitted to the Science Fair. • On going teacher anecdotes such as conference notes, comments on student work, scores on quizzes, etc. • Weekly Snapshot by administration (Based on the snapshot focus of the week) • Monthly Bulletin Boards Snapshots • Uniform Midterms and Finals and Unit Exams (Results will inform instruction and professional development) • Increase in the passing rate for science in the first, second, third and fourth Marking Quarter Student

	Report Cards
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REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	33	17	43	33	46	38	20	24
7	48	21	69	48	49	30	23	20
8	50	20	70	50	73	30	26	10
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ENGLISH LANGUAGE ARTS:	
Small Group Tutorial	<ul style="list-style-type: none"> ▪ Frequency: Extra period / time during the day or during 37.5 minutes three times per week ▪ Focus on English Language Arts skill deficiencies, open to 6th, 7th and 8th grade students, including ELL's and Special Needs students
Saturday Academy	<ul style="list-style-type: none"> ▪ Frequency: Six Saturdays – prior to the test ▪ ELA ▪ 6th, 7th and 8th grade students, including ELL's and Special Needs
SIFE/Title III After-School Program/Saturday Academy	<ul style="list-style-type: none"> ▪ Frequency: Wednesday and Friday - 2 hours per day; plus six Saturdays – 3 hours each ▪ Computer Literacy using Achieve 3000 ▪ Homework Assistance/Tutoring ▪ ELL students in the 6th, 7th, 8th and special needs
During School Day	<ul style="list-style-type: none"> ▪ Additional one to two periods of ELA per week ▪ Additional support from the AIS teachers either “push-in” or “pull-out”.
MATHEMATICS:	
Saturday Academy	<ul style="list-style-type: none"> ▪ Frequency: Six Saturdays – prior to the test ▪ Math ▪ 6th, 7th and 8th grade students, including ELL's and Special Needs
SIFE/Title III After-School Program/Saturday Academy	<ul style="list-style-type: none"> ▪ Frequency: Wednesday and Friday - 2 hours per day; plus six Saturdays – 3 hours each ▪ Computer Literacy using Destination Math ▪ Homework Assistance/Tutoring ▪ ELL students in the 6th, 7th, 8th and special needs
Small Group Tutorial	<ul style="list-style-type: none"> ▪ Frequency: Extra period / time during the day or during 37.5 minutes three times per week ▪ Focus on Math skill deficiencies, open to 6th, 7th and 8th grade students, including ELL's and special needs students
During School Day	<ul style="list-style-type: none"> ▪ Additional one to two periods of math per week

	<ul style="list-style-type: none"> ▪ Additional support from the AIS teachers either “push-in” or “pull-out”.
SCIENCE:	
Small Group Tutorial	<ul style="list-style-type: none"> ▪ Frequency: Extra period / time during the day or during 37.5. minutes three times per week ▪ Science Exit Project one to one support, open to 8th grade students, including ELL’s and special needs
During School Day	<ul style="list-style-type: none"> ▪ Additional period per week in science ▪ Additional support from the AIS teachers either “push-in” or “pull-out”.
SOCIAL STUDIES:	
Small Group Tutorial	<ul style="list-style-type: none"> ▪ Frequency: Extra period / time during the day or during 37.5 minutes three times per week ▪ Social Studies Project one to one support, open to 8th grade students, including ELL’s and special needs
During School Day	<ul style="list-style-type: none"> ▪ Additional period per week in social studies. ▪ Additional support from the AIS teachers either “push-in” or “pull-out”.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ▪ The work is differentiated by attention to age specific developmental stages of student growth and needs, task and student interests related to those stages. School counselors work with all students, including those who are considered “at-risk” and those with special needs. They are specialist in human behavior and relationships; they provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation and coordination. Guidance counselors provide conflict and peer mediation into the academic curriculum.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ○ Provide timely psycho-educational assessments ○ Appropriate participation in IEP meetings ○ Conduct classroom behaviors observations ○ Determine the need for psychological evaluation ○ Provide consultative and support services to school staff, parents, and students to assist them in managing the student in groups ○ Serve on school level committees
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ○ Provide social histories ○ Participate in IEP meetings as appropriate ○ Conduct classroom observations ○ Obtain parental consent for evaluation, explaining due process rights to parents, determining guardianship and obtaining surrogates if needed

	<ul style="list-style-type: none"> ○ Provide consultative and support services to students, parents, and school personnel ○ Serve on school-level committees ○ Provide ERSSA services, including counseling
<p>At-risk Health-related Services:</p>	<p>East New York Diagnostic & Treatment Center Our school-based health center serves the school and community by providing quality medical and dental services on site free of charge. The center also conducts ongoing health education for children, teachers and parents in order to prevent illness. School- based health services include:</p> <ul style="list-style-type: none"> ● Complete physical exams ● Vision and hearing screening ● Immunizations ● Treatment of acute illness ● Lab tests ● Minor emergency treatment ● Health Education ● Nutritional counseling ● Social Services

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 6 - 8 Number of Students to be Served: 80 LEP _____ Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Intermediate School 302, the Rafael Cordero y Molina School, currently serves approximately 1000 students in grades 6 through 8. Approximately 60% of students are Hispanic, 33% Black, 5% Asian, and 1% White/Native American. About 17% are special education students and 18% are English language learners. The most common home language is Spanish. Approximately 95% of students are registered as Title I eligible, considerably higher than the average for similar schools as well as the City average. After-school bilingual program featuring extra instruction and test preparation/sophistication strategies in the core content areas was provided to approximately 25 students by three fully certified and qualified bilingual common branch and content areas teachers. Instruction is given in Spanish and English while children work at their own pace, and reading and math levels utilizing two internet based learning programs, Achieve 300 and Destination Math. Teachers facilitate network interface, give feedback and prompts and ensure students are on task. Teachers monitor progress, give assignments and address areas of need. Children are tested upon entry to the program and are tested periodically to check progress and upon completion of the program.

Title III Program—Bilingual Extended Day Program

- Instructional program activities: Literacy and math based extended day utilizing two internet based learning programs, Achieve 3000 for literacy and Destination Math.
- Frequency: Wednesday 3:00 pm to 5:00 pm and Friday 2:20 pm to 4:20 pm
- Program duration: Program begins 11/09/2010 through 06/24/2011
- Service provider qualifications: 3 certified bilingual education teachers

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

All teachers participating in the Title III program receive training in the administration and use of the Achieve 3000 literacy program throughout the school year. Teachers have already received orientation and initial training and are currently being scheduled for refresher and expanded sophistication with the technology, standards and literacy components of the program. Since Achieve is an interactive program and encourages one-to-one teacher/student interaction, our teachers will be well versed to assist their students to advance at a brisk pace while addressing specific needs related to instantaneous feedback that is built in to the system. Title III teachers are also encouraged to participate in QTEL training and indeed several already have and are continuing to enrich their approach to ELL’s through scaffolding and differentiated instruction.

Section III. Title III Budget

School: IS 302K BEDS Code: 331900010302

Allocation Amount: 34,740.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	31,925.20	384 per session hours – 3 teachers 22,999.76 128 per session hours – 1 administrator 6,682.88 128 per session hours – 1 school aide 2,242.56
	2,814.80	Purchase of general school supplies; headphones for the usage of Achieve 3000, Rosetta Stone, Destination Reading and Destination Math; Independent reading libraries in English and Spanish.
Travel		
Other		
TOTAL	34,740.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the school's written and translation and oral interpretation needs are:

- a. Annual school report card-demographics data (Shows that 60% of the student population is Hispanic)
- b. Parent/Guardian Home Language Survey ATS Reports – home-language data (Shows that the majority of the Hispanic students speak Spanish at home.)
- c. Parent Interviews (These interviews demonstrate that parent of Hispanic students are not fluent in English and would benefit from all documents and oral communication in Spanish.)
- d. Parent Coordinator Log Book
- e. File kept of teachers/staff notes and request to contact parents who need translations over the phone.

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.

Major findings for IS 302K are that all written documents, such as letters, student handbook, flyer, etc... must be translated into the Spanish Language. Oral interpretation is needed for parent-teacher conferences, parent-teacher-dean meetings and phone calls home. School administration and staff need to communicate effectively with parents, students and community in general. There is a need for written translations of letters from school administrators regarding a year round variety of activities. These findings were reported at PA meetings, parent-teacher conferences, SLT meetings, faculty conferences, grade conferences, school memorandums, parent workshops, and letters home.

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.
IS 302K has long ago recognized the need for written documents to be translated to Spanish. Therefore, a bilingual (Spanish) Parent Coordinator was hired. All translations will be done in-house. The parent coordinator and a teacher will translate all written documents for the school in a timely manner. All materials that go home to parents and are available at the school are in English and in Spanish. In addition all posted signs are in both English and Spanish.

The parent coordinator and an assigned teacher have been provided with time and compensation to translate all-important documents. They will both in August and September review all permanent documents (student handbook, parent rights, posted signs, school mission, etc...) and makes the necessary revisions for the new school year. During the school year there is a calendar of letters that have to go home to parents. These will be provided to the parent coordinator and the assigned teacher at least a week in advance to translate. The parent coordinator and/or the assigned

teacher will translate emergency letters that go home. If on this day both of those staff members are absent the letter will be translated by one of the other 10 staff members that have the language skills to translate written documents from English to Spanish.

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

Oral interpretation services are provided by in-house by school staff. The following staff is available to do oral interpretations: An assistant principal, three school secretaries, 6 school aides, 2 guidance counselors, 1 family assistant and the Parent Coordinator. At the entrance of the school, at the main desk, there is a bilingual school aide greeting the parents. Once the parents go to the main office an additional bilingual school aide greets the parents and refers them to the appropriate personnel. On each floor there is a bilingual school aide to assist the deans, AP's and teachers to communicate with parents.

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>.

I.S. 302K will implement the above strategies. IS 302K will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained. IS 302's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	931,997	134,876	1,066,873
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,400		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,000	*	

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

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Statement of Parent Policy

Rafael Cordero y Molina/I.S. 302K

I.S. 302K is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

I.S. 302K agrees to implement the following statutory requirements:

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

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **I.S. 302K** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
2. **I.S. 302K** will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

There are key areas that are identified that contribute to a partnership that supports greater student achievement:

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.

- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **I.S. 302K** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: ESL, Bilingual Book Club, Workshops in Math, ELA, Social Studies, Science and parenting skills through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA) resource centers, book sales, following directions, reading recipes, etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all the proceedings during the PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - Through the efforts of the Parent Coordinator, the PA President and CFN 3/ Cluster 303 LSO support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child’s success at the school.
- Student of the month celebrations will be held in conjunction with PA meetings and an Honor’s Night will be held at the end of each marking period.

- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the number of parents that returned the signed receipt of the letter. This policy was adopted by I. S. 302K on 09/06/08 and will be in effect for a period of 10 months. The school will distribute this policy to all parents of participating Title I, Part A children, on or before students are registered.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA, the school's parent coordinator and administration.

1. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Rafael Cordero y Molina/IS 302K
350 Linwood Street Brooklyn, NY 11208
School Phone: 718-647-9500/Fax Number: 718-827-3294
2010-2011
Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

Rafael Cordero y Molina/IS 302K will:	The Parent/Guardian will:
<p>IS 302K and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.</p> <p>Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State’s student achievement standards as follows:</p> <ul style="list-style-type: none"> • In mathematics, the Impact Mathematics Program has been implemented in grades six, seven and eight, including special needs and ELL’s. • In literacy, Balanced Literacy has been implemented in the 6th, 7th and 8th grade including special needs and ELL’s. Students receive 90 minutes of Language Arts instruction daily. • Social studies and science instruction follows the New York State standards and NYC Scope and Sequence. <p>Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, these conferences will be held:</p> <ul style="list-style-type: none"> • In September there will be Curriculum Nights per grade • Fall Parent Teacher Conferences in November, in the evening and afternoon 	<ul style="list-style-type: none"> • Promote positive use of my child’s extracurricular time • Monitor attendance • Make sure that homework is completed • Monitor amount of television their children watch • Volunteer in my child’s classroom • Participate as appropriate, in decisions relating to my children’s education • Stay informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate. • Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups. • Update the school of any changes in home

<ul style="list-style-type: none"> • Winter Parent Teacher Conferences in February, in the evening and afternoon. • By Appointment <p>Provide parents with frequent reports on their children’s progress:</p> <ul style="list-style-type: none"> • Acuity reports are available to parents online website also provides parents with strategies they can implement to strengthen a particular weakness. • First Marking Quarter Report Cards (9/08/10-10/31/10) • Second Marking Quarter Report Cards (11/01/10-1/31/11) • Third Marking Quarter Report Cards (2/1/11-3/31/11) • Fourth Marking Quarter Report Cards (4/1/11 – 6/11) • Progress Reports per marking quarter • Monthly newsletters • Annual IEP Review Meetings • Phone calls and notes home from teachers <p>Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:</p> <ul style="list-style-type: none"> • Parent Teacher Conferences • By Appointment • If a parent needs to see a teacher without an appointment, the dean or the guidance counselor will conduct the lesson, while the teacher meets with the parent. <p>Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:</p> <ul style="list-style-type: none"> • By Appointment • Trips • Celebrations • Talent Shows <p>Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.</p>	<p>contact information</p> <p>Describe the ways in which students will support their academic achievement, such as:</p> <p><u>Student Responsibilities</u></p> <p>We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:</p> <ul style="list-style-type: none"> • Attend school daily and on time • Move quickly from class to class. Do not loiter in the hallways. Enter the room quietly, take assigned seat, and begin work immediately. • Be prepared to work everyday. Bring large loose-leaf, other assigned notebooks, pens, pencils, and whatever equipment is required for learning. All textbooks covered, brought to school as required by teachers, and taken home each day. • Do homework nightly. Engaging in scholastic dishonestly, such as cheating or copying another student’s work will not be tolerated. • Eat only in the student cafeteria. Gun chewing is prohibited, even in the cafeteria. • Do not bring weapons, spray paint, magic markers, games, cards, CDs, or electronic devices or equipment to school. These items will be confiscated and only returned to a parent. No sharp objects in school. • Always listen to teachers and obey instructions. Never be insubordinate. • Do not engage in physical or verbal violence. Do
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- Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide to each parent an individual student report about the performance of their child on the State assessment in math and English language arts.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

not use profane or obscene language or gestures, or racial, ethnic, religious or sexual slurs.

- Respect the building. Do not place graffiti, deface, or vandalize any part of the building or any equipment.
- Dress appropriately by wearing the school uniform
- Do not smoke anywhere in the school building or on the school block. Never bring matches or a lighter to school. Never bring cigarettes to school.
- Never cut classes.
- Do not engage in constant disruptive behavior.
- Never engage in fighting.
- Never use threats, intimidation, and force or use verbal abuse towards anyone.
- Gambling or card playing is strictly forbidden.
- Respect the personal property of everyone. Do not steal or take anything, which does not belong to you.
- Never have in your possession any drugs or alcoholic beverages.
- Never leave a room without permission or a hallway pass.
- Never touch fire alarm boxes or fire extinguishers.
- Never use profanity (cursing) either verbal or in writing to any person in the building.
- Do not run in hallways, cafeteria or on staircases.
- Never talk during a fire or shelter drill. Obey instruction of teachers exactly.

	<ul style="list-style-type: none"> • Walk through the hallways in a quiet manner.
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SIGNATURES:

SCHOOL	PARENT(s)	STUDENT	
DATE	DATE	DATE	

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School Wide Program (SWP) Required Components

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

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

I.S. 302K will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

I.S. 302K will use disaggregated student results of New York State assessments, Acuity and ITA’s, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the state academic content standards and are members of the target population of any program that is included in the School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

As a School Wide Program school, IS 302K, our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the new citywide approaches for instruction in literacy, mathematics, science and social studies which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of data in all core subjects to deliver differentiated instruction.
- Use of all available data, including disaggregated State and City assessments grades 3-8, Acuity, Scantron Performance Series, Uniform unit exams, midterms and finals, teacher anecdotes to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.

- Implementation of the New Continuum.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in I.S. 302K are designed to implement the District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired in I.S. 302K for the 2010-11 school are “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC. Teachers in I.S. 302K that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

Teachers will only receive teaching assignments in their licensed area.

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

I.S. 302K will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development will be coordinated by the Instructional Cabinet, which includes the Principal, Assistant Principals, Literacy and Math Coaches and Lead Math Teacher. The professional development team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to professional development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for I.S. 302K. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the CFN to strengthen the following:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives

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

The CFN has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2009 and continuing throughout the summer, the Principal and /or designee will continue to attend job fairs conducted centrally and throughout the city. The ISC will also advertise in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified teaching fellows and Teach for America. Additionally, ongoing recruitment strategies by

the ISC and LSO include recruiting on college campuses in various states and internationally. I.S. 302K will continue recruitment efforts to ensure that this school has a highly qualified teaching staff.

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

I.S. 302K will implement the strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to this school will continue to hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, I.S. 302K will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that cannot be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer will also help coordinate the activities of the Parent Coordinator for I.S. 302K.

Additional support for IS 302K, will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with I.S. 302K and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis, the use of multiple measures of student performance to drive instruction and in

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

I.S. 302K will use disaggregated State assessments, Acuity and ITA's, NYS Regents Examinations, and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the state standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at levels 1 and 2 on state assessments, or deemed to be at risk for not meeting state standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program.

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

Explanation/Background:

Title I School Wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School Wide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a School Wide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Program Name	Fund Source <i>(i.e., Federal, State, Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A	Check (✓)	Page #(s)
3. Use effective methods and instructional strategies in the Schoolwide Program on scientifically based research that have been identified in the program of the school and that: a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;						
b. Help provide an accelerated, high-quality curriculum, including applied learning; and	Federal	✓			782,877	
c. Minimize removing children from the regular classroom during regular school hours;	Federal	✓			1,349	
Title II, Part A	Federal		✓			
Title III, Part A	Federal	✓			34,740	
Title IV	Federal		✓			
IDEA	Federal		✓			
5. Provide instruction by highly qualified teachers.	Local	✓			4,226,252.00	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **NOT APPLICABLE**

7. Provide strategies to increase parental involvement; and

1. Use program resources to help participating children meet the State standards.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

NCLB/SED Status: Restructuring Advanced-Comprehensive **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The major area of concern at IS 302K is the low academic achievement of many of its students, as measured by results on New York State standardized assessments. A review of the Spring 2010 NYS standardized assessments indicated that nearly 80% of students are performing below the State standard (Level 3) in English language arts, and 72% were performing below the State standard in mathematics. The academic performance of special education students and English language learners is of particular concern, as both groups represent a disproportionately high percentage of students performing at Level 1 and 2 in both reading and mathematics. The 2009-2010 New York State School Report Card indicated that the school has not met its Annual Yearly Progress (AYP) targets in reading, and math. As a result, the school has been identified as Restructuring Advanced Focused.

The following is a brief background of IS 302’s student achievement trend history:

- I.S. 302 was identified by the New York State Education Department as a School Under Registration Review (SURR) primarily on the basis that 71% of its 8th graders performed at Level 1 on the 1999 New York State Mathematics Exam. Further, 59% and 68% of the 6th and 7th graders, respectively, scored at level 1 on the CTB Mathematics tests and the patterns of skill deficiencies mirrored one another from one grade to the next.
- In Reading, the percentage of students performing at the lowest proficiency level, while not as high as in mathematics, was still considerable. On the 1999 NYS ELA assessment, 34% of the 8th graders performed at level 1, and 47% and 54% of the 6th and 7th

School Under Registration Review (SURR)

graders, respectively, scored at level 1 on the CTB Reading test. As in mathematics, the patterns of skill deficiencies were similar across all grade levels.

- Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Please refer to Section V: Action Plans pp 15 to 31.

Groups that failed to meet AMO, Safe Harbor and/or 95% Participation	Focused intervention/Strategies
<p>All Students did not make AYP in <u>ELA</u></p> <p>Black or African American did not make AYP in ELA</p> <p>Hispanic or Latino did not make AYP in ELA</p>	<ul style="list-style-type: none"> Our plan is to address the recent decline in performance with overwhelming force. The ELA curriculum has been bolstered by the infusion of significant resources and the restructuring of our unit pacing and writing program. At the same time, we are making an attempt to maintain and improve those components of our curriculum and instructional approach that have yielded growth over the last several years. Both staff and students have become increasingly adept at analyzing assessment data over the last few years. As we have honed our ability to target specific literacy needs and track progress throughout the year, we have become increasingly aware of the need to provide comprehensive resources suitable to meet the wide range of needs that we have identified. With this objective in mind, ELA teachers have been provided with the Prentice Hall <i>Literature: Language and Literacy</i> program at each grade level, and curriculum maps have been revised to accommodate the Prentice Hall unit structure. This allows us to work with elements from last year’s curriculum that were successful, such as unit themes, while improving the range and appropriateness of texts available to meet student needs. We have also increased both the amount and the rigor of student writing throughout the year. By the end of the 2010-11 school year, students will have been asked to produce 50% more standards-based writing than in previous years. In addition to monthly writing genres that are aligned with our units of study, students are being asked to produce a response to literature every six weeks in order to reflect on reading, monitor writing progress, and prepare for the more-rigorous expectations of the 2011 ELA

exam.

- Emphasize ELA content and genre knowledge as described in the New York State English Language Arts Learning Standards via the support and use of Prentice Hall\Pearson Reading program and Reading Milestones Program
- Literature selection for whole group instruction, classroom libraries and school library will be more reflective of the ethnic group of the students and interest
- Reinforce instruction in reading strategies.
- Improve implementation of small group and differentiated instruction.
- Initiate year long and monthly themes for unit planning.
- Improve implementation of workshop model of balanced literacy instruction.
- Incorporate student data into instructional planning at the whole-class, small group, and individual levels.
- Continue to use of data binders to analyze data, identify areas of need, and set goals
- Continue to use of writing portfolios and uniform rubrics
- Improve student writing output and presentation

Assessment

- Establish baseline reading-level and ELA-aligned periodic reading assessments via Scantron
- Organize and analyze assessment data for the purpose of planning instruction.
- Improve capacity of formal and informal formative assessment in literacy
- Administer Scantron Performance Series as a beginning year inventory

Provide professional development during common preps and “lunch and learns” in:

	<ul style="list-style-type: none"> • Use of data to drive instruction. • Use of reading and test sophistication strategies. • Small group and differentiated instruction. • The following Academic Intervention Services will be continued: <ul style="list-style-type: none"> ○ Saturday Academy ○ Small Group Tutorial via AIS pull-out and push-in programs ○ ELL Success Academy - Afterschool ○ 37.5 Minutes ○ Additional periods of ELA
Students with Disabilities did not make AYP in ELA	<p>In addition to all of the above:</p> <ul style="list-style-type: none"> • Provide additional periods of ELA instruction to self-contained special needs students. • Provide ELA professional development at Special Needs common preps. • Provide additional leveled texts for reading intervention. • Mainstreaming will continue in all major subjects with the appropriate support indicated by the IEP. • Infusing Achieve 3000, a web based program, into the balanced literacy prototype in all special needs ELA classrooms
Limited English Proficient did not make AYP in ELA	<p>In addition to all of the above:</p> <ul style="list-style-type: none"> • ELLs whose parents have selected a freestanding ESL program receive ESL services on a pullout basis according to the NYSESLAT cut scores; two periods per day for beginning and intermediate level students and one period per day for advanced. Students placed in an ESL (English as a Second Language) Program will receive instruction in English only using intensive ESL methodology. Core content area instruction is provided through a Sheltered English approach. • Instructional strategies employed are aligned with the NYC Core Curriculum Balanced Literacy Prototype, which relies on independent reading in leveled libraries, guided reading, and guided writing techniques. • An additional emphasis is placed on contextual/situational acumen, total physical response and visual cues to move students from Basic Inter-personal Communication Skills (BICS) to higher order Cognitive Academic Language Proficiency (CALPS). • Implement Reading Milestone reading program • Implement Achieve 3000, a web based program, in all ESL/ELA classrooms • Implement Rosetta Stone, a web based program, for beginner ESL students

	<ul style="list-style-type: none"> • Implement or utilize Learning Village resources such as Destination Reading • Implement MY! Access, a web based program, for advanced ESL students <p>Grants</p> <ul style="list-style-type: none"> • SIFE grant awarded by the Department of Education to address the unique challenges of students with interrupted formal education and long term English Language Learners. This grant partially funds the ELL Success Academy, professional development, software for ESL/ELA and Science, materials and classroom libraries. • Transitional Bilingual Education Grant – funded the purchase of Achieve 3000 • NYC High-Needs Title I Schools in Districts in Need of Improvement – funded the purchase of Rosetta Stone and teacher for Academic Intervention Services • ELL Success Academy – After school and Spring Break
Students with Disabilities did not make AYP in math	<ul style="list-style-type: none"> • Continue to implement Impact Mathematics in grades 6, 7 and 8 by aligning modules with the NYS standards, purchasing supplemental materials for low performing students and ELL students • Continue to provide additional periods of math instruction focused on skill development • Integrate math into related curriculum areas with the aid of individual instructional units and projects • Professional development will continue to be conducted by math coach, math lead teacher, assistant principals and CFN facilitators during common preps and “lunch and learns” with an emphasize on using the state standards to analyze student work, reading skills in all content areas and usage of curriculum maps and pacing calendars • Special Needs Teachers will receive professional development to specifically target their students’ deficiencies in order to meet the standards • Teachers will provide extra assistance for students thru Acuity • The following Academic Intervention Services will be continued: <ul style="list-style-type: none"> ○ Saturday Academy ○ Small Group Tutorial via AIS pull-out and push-in programs ○ 37.5 Minutes
Black or African American did not make AYP in Science	<ul style="list-style-type: none"> • Students in grade 8 will continue to create a high quality exit project that meets the Science and English Language Arts standards. In order to strengthen this strategy we will increase the opportunity of interdisciplinary projects throughout the school year • Grade 8 ELL students will continue to receive AIS services • Funding will be made available to purchase books for the 6th, 7th and 8th grade and hands on materials for all grades including materials in Spanish

<p>quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.</p> <p>Professional development funds will be used for:</p> <ul style="list-style-type: none"> Professional development provided by PCM Associates and CITE to teachers Professional development on using data to support classroom instruction provided during the school day as well as part of after-school per session activities. Administrators provide professional support during and after school. Science consultant for grade 6 through 8 for professional development and coaching. Vacation/ weekend mini-institutes throughout the school year Professional development in the use of laptop carts, excel and smart boards in house staff <p>2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development. <u>For new teachers:</u> Currently, there are no new teachers at the school. However, the school has a mentoring program that has been developed and used in</p>	<p>Continue to provide opportunities for science field trips, so all students can experience real life science throughout the school year</p> <ul style="list-style-type: none"> Increase the number of science classrooms equipped with mobile labs, microscopes and science materials Each science room will have a science library All teachers will follow curriculum map/pacing calendar. All teachers will administer uniform midterms and finals exams All students will maintain science portfolios All science teachers per grade will continue to have a weekly common prep for planning together and/or for professional development by teachers, and assistant principals All science teachers will receive professional development on 90-minute lessons, exit projects, literacy in the content area, differentiated instruction, workshop model, experiment, teaching science standards, test prep, teaching special needs bridge classes, science portfolios, rubric vs. checklist and any other professional development as needs are identified throughout the school year 8th Grade special needs classes will receive science lab classes All other 8th grade classes have access to the fully equipped science classroom Small Group Tutorial via AIS pull-out and push-in programs <p>• Saturday School</p>
<p>Limited English Proficient did not make AYP in Science</p> <p>Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring</p> <p>1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high work of the mentors for the remainder of the year. They match the mentors to teachers, and are in constant contact with</p>	<p>The following is a description of the plan:</p> <p>• SIFE grant awarded by the Department of Education to address the unique challenges of students with interrupted formal education and long term English Language Learners. This grant partially funds the ELL Success Academy, professional development, software for ESL/ELL and Science, materials and classroom for all.</p> <p>• ELL Success Academy – After school and Spring Break</p> <p>• Push-in AIS to work with virtual science (funded by SIFE)</p> <p>• The mentoring program is comprised of three components that the DOE believes has changed the face of mentoring in NYC.</p> <ol style="list-style-type: none"> Most mentors have been paired with teachers in their subject area and spend their days helping teachers design their lessons, meet with teachers after class and discuss classroom management strategies. Overall, mentors have served to assist the teacher in addressing challenges that arise in the classroom and help them to hone their skills and become reflective about their teaching and student performance. Second, mentors have participated in rigorous professional development throughout the past year by a nationally recognized program. The mentors attended 12 days of training spread throughout the year where they were introduced to new skills, language and tools that will help them with their mentoring techniques and approach. In addition, mentors met in small learning circles twice a month where they role-played, discussed real like scenarios, and reinforce skills from the mentor academy. The professional development is a key component of the program's success. <p>• Lastly, the Director of New Teacher Induction is responsible for selecting their mentors in the spring and will supervise the year that the school is in school improvement status for professional development. The professional development must be high work of the mentors for the remainder of the year. They match the mentors to teachers, and are in constant contact with</p>

principals in the field to ensure optimal satisfaction. The director is also responsible for running the bimonthly meetings with mentors and for all paper work and tracking. The director will be working with an instructional leader from the UFT (United Federation of Teachers) who will help mentors in the field and the professional development.

For experienced teachers:

Administrators at I.S. 302K will participate in all school-based professional development activities to strengthen the following:

- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data to differentiate instruction
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

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

Parents will be notified of the schools identification by backpacking, by mail, PTA meetings, Curriculum Nights, Parent Teacher Conferences, through recorded messages sent via School Messenger and SLT meetings.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NOT APPLICABLE

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

The number of student leaving in temporary housing is 18.

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

The services we are planning to provide are:

- o **Counseling is provided to student based on need.**
- o **Via the Parent Coordinator the school will reach out to the parents and to the appropriate agencies to ensure the well being of the family is being met.**
- o **Via the parent coordinator and guidance counselor materials and supplies will be available upon need.**
- o **Make funds available to pay for trips and/or senior dues.**

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 302 Rafael Cordero					
District:	19	DBN:	19K302	School		331900010302

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		88.5	89.5	87.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.8	89.4	87.6
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	309	309	296	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	319	343	311		95.2	81.2	81.2
Grade 8	313	351	360				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	60	92
Grade 12	0	0	0				
Ungraded	12	14	9	Recent Immigrants - Total Number:			
Total	953	1017	976	(As of October 31)	2007-08	2008-09	2009-10
					51	58	59

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	86	77	70	Principal Suspensions	14	87	45
# in Collaborative Team Teaching (CTT) Classes	0	8	10	Superintendent Suspensions	35	60	32
Number all others	76	71	65				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	113	139	TBD	Number of Teachers	85	77	72
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	27	27	14
# receiving ESL services only	57	69	TBD				
# ELLs with IEPs	6	33	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	10	11	19

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	12	95	% fully licensed & permanently assigned to this school	100.0	100.0	98.4
				% more than 2 years teaching in this school	61.2	84.4	93.1
				% more than 5 years teaching anywhere	57.6	62.3	79.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	79.0	86.1
American Indian or Alaska Native	0.5	0.6	0.6	% core classes taught by "highly qualified" teachers	91.0	95.9	89.5
Black or African American	33.4	33.0	33.1				
Hispanic or Latino	60.7	60.5	60.7				
Asian or Native Hawaiian/Other Pacific	4.7	4.3	4.7				
White	0.7	1.2	0.7				
Male	50.2	50.9	50.5				
Female	49.8	49.1	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial	-						
Students with Disabilities	v	v					
Limited English Proficient	vsh	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	D	Overall Evaluation:					P
Overall Score:	30.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	3.5	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	2.3	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	23.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 303	District 19	School Number 302	School Name Rafael Cordero
Principal Lisa Linder		Assistant Principal Nelly Pena	
Coach Nancy Palacios		Coach Isaac Wilson	
Teacher/Subject Area Yinhuan Wang/ESL		Guidance Counselor Ruddy Rodriguez	
Teacher/Subject Area Carmen Martinez		Parent Tammy Cajigas	
Teacher/Subject Area Carmen Pena		Parent Coordinator Alicia Cortes	
Related Service Provider Wilfredo Irizarry		Other	
Network Leader Dr. Kathleen Lavin		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	8	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	981	Total Number of ELLs	184	ELLs as Share of Total Student Population (%)	18.76%
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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.

Newcomers are identified as possible ELL through completion of the Home Language Identification Survey (HLIS) immediately upon enrollment. This process includes an oral interview conducted by a trained pedagogue in the parent's native language, when available, or, a translator, if necessary. Students whose HLIS indicates that they are eligible for LAB-R testing are tested by the ESL teachers and their results are hand-scored post haste to determine entitlement of services. Students are LAB tested, and ESL services are programmed for all students not in the bilingual program, within the ten day window. Mr. Wilson, the ESL Coordinator and a licensed TESOL teacher, supervises all phases of the identification and entitlement process; with the assistance of the bilingual Spanish Parent coordinator, Alicia Cortes, our bilingual Spanish Assistant Principal and ELL Department head, Ms. Pena, and our certified bilingual pedagogues, Ms. Reyes-Velasquez, Ms. Mallete, Ms. Rivera, Mr. Ortiz, Mr. Johnson, Ms. C. Pena, Ms. Martinez, and Ms. Guzman, including delivery of LAB documents, programming of services and parent notification and orientation. Students with a valid hand-score indicating entitlement are offered the NYSESLAT and those arriving during the NYSESLAT testing window are also scheduled for NYSESLAT testing. The above mentioned staff also assist in the administration of the NYSESLAT, with particular attention paid to testing modifications administering the listening portion and receive training in administering and scoring the NYSESLAT and administering the field tests and analyzing ELL periodic assessments as it relates to performance on the NYSESLAT. All teachers of ELL's are provided with NYSESLAT results as well as training in identifying student strengths and weaknesses and how to utilize data in driving instruction as part of every teacher's data folios and assessment based instruction protocol.

All parents are offered a program choice in accordance with Part 154, SED and Chancellor's recommendations pursuant to DAA Memo #2 and all related guidelines. All parents of new and continuing ELL's receive letters informing them of their child's LAB-R, or NYSESLAT score, respectively, of their child's entitlement status and their options for program choice. New parents are invited to orientations, which take place throughout the year in conjunction with the LAB-R delivery. Parent orientations are held within ten days of the submission of each round of LAB test delivery in conjunction with parent curriculum meetings, during the Parent Coordinator's various outreach functions and programs, and during scheduled parent teacher conferences. The Parent Coordinator and the ESL and bilingual teacher conduct outreach in conjunction with the ESL Coordinator to remind and encourage parents of ELL newcomers to attend orientations. The ESL coordinator, Mr. Wilson, the ELL/Bilingual program department head, Assistant Principal, Ms. Pena, and the bilingual Parent Coordinator, Ms. Cortes attend the orientations, as well as our ESL staff, Mr. Badrinath and Ms. Wang, are responsible for explaining the three programs offered and answering or addressing any questions or concerns the parents may have. Copies of all letters, program selection forms and orientation agendas and sign in sheets are kept on file. ELL letters and selection forms are offered in the parent's native language, if available. Entitlement letters are sent home with students and followed up with phone calls and letters mailed to the home, if necessary. Mr. Wilson, the ESL Coordinator is responsible for disbursing letters and maintaining records associated to monitor and ensure strict compliance. All ELL letters are sent to the home in the native language and bilingual staff are available to answer questions. The translation unit is called upon when necessary to offer services in the native language. Parent's orientations which include a viewing of the Orientation DVD in the appropriate language are held in conjunction with school-wide functions such as curriculum night and parent-teacher night to ensure maximum participation. Parents of both new and returning students are given the appropriate program selection forms on a continuing basis to allow their personal selection of the program of their choice and the option to transfer to another program, such as Haitian or Chinese bilingual. An analysis of Parent selection forms show that parents of newcomer students where Spanish is spoken primarily in the home overwhelmingly select a bilingual program at IS 302 by a margin of ten to one while this year we have had one parent of a returning bilingual student opt to transfer their child to a free standing ESL model. Therefore, we feel confident in stating that our program model is in line with the preferences of our parent population but we will of course continue to monitor the situation. Prior to the school year, all newly enrolled ELL students have the opportunity to meet with the Parent Coordinator, receive material from the school in their native language and all other opportunities open to regular education students. Steps taken to build alignment with parent choice in the past have included the setting up of a bilingual bridge class last year to accommodate an influx of newcomer bilingual students and the addition of bilingual classes this year in the eighth grade to keep class sizes small and comply with parent preference for the transitional bilingual (TBE) option.

Part III: ELL Demographics

A. ELL Programs

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

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							38	34	55					127
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained Push-In							16	23	18					57
Total	0	0	0	0	0	0	54	57	73	0	0	0	0	184

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	184	Newcomers (ELLs receiving service 0-3 years)	123	Special Education	15
SIFE	32	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	28

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	106	11		15	11		6	10		127
Dual Language										0
ESL	20		8	16		4	21		3	57
Total	126	11	8	31	11	4	27	10	3	184

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							38	34	55					127

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	38	34	55	0	0	0	0	127

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							13	22	15					50
Chinese														0
Russian														0
Bengali							2		1					3
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	15	23	18	0	0	0	0	56

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instructional strategies employed are aligned with the Region 5 Balanced Literacy Prototype, which relies on independent reading in leveled libraries, guided reading, and guided writing techniques. An additional emphasis is placed on contextual/situational acumen, total physical response and visual cues to move students from Basic Inter-personal Communication Skills (BICS) to higher order Cognitive Academic Language Proficiency (CALPS).

The language of instruction in all ESL and ELA classes is English. Content area instruction – other than ELA and ESL class periods – for all bilingual classes is given in Spanish and English in a Transitional Bilingual Education model. Beginning level students on the NYSESLAT will receive the 60:40 Spanish /English ratio. IS 302 employs seven bilingual paras and utilizes them where needed.

All students entitled to ESL instruction placed in mainstream classes are serviced by certified ESL teachers using a pull out model. Students who score at the beginning and intermediate levels receive ten forty-five minutes periods of instruction a week. Advanced students receive five periods of instruction for forty-five minutes each week. Ms. Wang and Mr. Badrinauth pull-out ELL students from mainstream classes.

Grade six, seven and eight students whose parents opt for bilingual instruction will be placed homogenously utilizing NYSESLAT scores. New Students will be placed using the cut scores or the R-LAB. Students at the beginning and intermediate level (Bilingual Cohort A) will be placed in one class and those in the advanced level (Bilingual Cohort B) will be placed in another class. Bilingual cohort A will receive ESL instruction during the 90-minute literacy block, plus one period of ESL enrichment. Bilingual cohort B will receive ELA/ESL during this block. There are two sixth grade bilingual classes, two seventh grade bilingual classes and two eighth grade bilingual classes. Mr. Wilson is the ESL teacher for the two (2) eighth grade bilingual classes. Ms. Rivera is the ESL teacher for the two (2) seventh grade bilingual classes. Ms. Reyes is the ESL teacher for the two (2) sixth grade bilingual classes.

ESL/Bilingual students are held to the same high standards and expectations as all students. Students' language and academic skills are developed in content area learning. Performance tasks are designed that interweave all four language skills, listening, speaking, reading and writing. Tasks are correlated at all levels of language proficiency from, beginning and intermediate to advanced. Students are prepared for NYS assessments in subject areas. Students are prepared to achieve on the NYSESLAT by focusing on key skills and adherence to a specifically tailored test prep program. Systemically, all ELL's are guaranteed access to all programs and extra-curricular activities available to all students. Mainstream ESL teachers do not pull out from science or social studies classes (where avoidable) elective, arts, gym or technology blocks. Bilingual students are programmed for all noon core subjects as well. The Title III and SIFE programs are held on alternate days to the SES and other after school programs. IS 302 has a bilingual Parent Coordinator and all school correspondence and out reach is conducted in English and Spanish. The SIFE and Title III programs both make use of the Achieve 3000 literacy and RiverDeep Destination Math program and the My ACCESS writing program. For bilingual students, in other core subjects throughout the school day IS 302 utilizes Una Nacion, Muchas Puebas for social studies and Visual Learning for science. All instructional material is age appropriate but may be tailored to fit with student's reading level. Achieve 3000 offers level set testing to adjust material to reading level. Where material cannot be adjusted scaffolding is provided.

Students reaching proficiency on the NYSESLAT are encouraged to maintain current program selection, in accordance with state guidelines under Part 154 as well as testing modifications being extended for the requisite two years after passing. Transitioning ELL's are monitored for socialization, grades and attendance, and test scores. Most transitioning students maintain high levels of success across all criteria. Students transitioning from grade to the next are given support, if required in the form of summer school, including bilingual classes and the Title III summer program, an optional enrichment program for ELL's not mandated for summer school.

IS 302 currently uses Milestone and Highpoint text books – Hampton Brown, publishers for ESL/ELA instruction as well as, -- Achieve 3000 and RiverDeep, Destination Math, My Access writing program and Visual Learning DVD's for science.

Differentiation of instruction occurs on a daily basis in a variety of ways. All effective differentiation starts with a thorough knowledge of the ELL population and the bilingual/ELL department is conscientious in ensuring that all teachers of ELLs have the very latest and in depth data on their students' performance and progress on tests as well as their strengths and weaknesses in all essential skill areas in reading and math. Particular attention is paid to academic competency in the native language (primarily Spanish) in this regard and to the additional testing of the ELL population particularly the NYSESLAT and LAB-R in addition to the Spanish LAB and the ELE. Teachers meet regularly in common preps and during inquiry team meetings to compare notes, discuss patterns in the data and to plan for further intervention efforts. Also, Students in all bilingual and ESL classes are grouped for differentiated instruction using the most current data as a rational. Students may be grouped by skill English proficiency or by skill area as needed. Our new Milestones textbooks are instrumental in aiding in differentiated instruction as they are leveled not by grade but by proficiency level and all ESL teachers used the Milestones diagnostic to determine the appropriate book to use. The scantron, ITA and predictive tests are also instrumental in fashioning a coherent and individualized instructional approach. Destination math and reading and Rosetta Stone, as well as Achieve 3000 internet based programs, which are in use in the classroom and after school on a regular basis according to a schedule are very effective differentiation techniques as students are leveled and able to work at their own pace and on their own level. IS 302 feels that the best way to differentiate is to ensure effective professional development. We are proud to be a part of the QTEL program, having sent many teachers to attend this excellent approach to scaffolding and differentiated instruction in the past and we will be training at least another ten

teachers this year. We also trained 60 teachers in the Sheltered Instruction protocol in 2010 so that all teachers of ELLs are aware of the particular needs of this population and the best way to reach them.

New ELL students are screened utilizing SIFE (Students with Interrupted Formal Education) criteria in addition to standard R-LAB intake testing. SIFE students are given extra instruction in the native language to bring them up to the level of their peers. The cultural diversity of the population is recognized and respected.

Early literacy skills are assessed for all newcomers using a combination of the Alternate Language Learning Diagnostic (ALLD) the DRA, Spanish Lab and the Heinle Phonics Intervention Kit, as well as the Lexile entry testing for Achieve 3000. Overall, beginning level students, as measured by the NYSESLAT do as well as their peers on core content course examinations and state exams, regardless of regular education or bilingual status. All ELL students have the option to take exams in the native language, where available, or using a translator. ELL periodic assessments are utilized by all teachers of ELL's to drive instruction and assess student's strengths and weaknesses.

Year 4-6 and LTE's are analyzed on a case basis with intervention strategies ranging from after-school programs, including Title III and SES to resource periods and counseling services provided where appropriate. LTEs are occasionally encouraged to transfer to a mainstream setting in consultation with the parent and guidance where appropriate. Other interventions for LTEs include evaluation for behavioral or learning disabilities with an emphasis on intervention which may include resource. Specific instruction in NYSESLAT test preparation is offered and IS 302 has recently hired a full time Academic Intervention Specialist who, after the ELA test, will assist LTEs exclusively with preparation for the NYSESLAT using test prep materials previously purchased. As of now, the AIS is working with students who took the ELA test for the first time last year and received a level 1 -- comprising the largest segment of our ELA level 1 students. LTEs will also be enrolled in the Saturday credit recovery program to allow them to make up work and pass their classes as we have found a correlation between LTE status and poor grades.

All Special Needs teachers have been trained in the use of the Achieve 3000 literacy program and this academic intervention has been introduced into the special needs classroom. Special needs ELL students are serviced by certified ESL providers in small group classes with a close affinity for the educational goals of the IEP being adhered to, as well as rigorous compliance with attendance and reporting procedures for related service providers. Special needs ELL's receive pull-out instruction in ESL by licensed pedagogues unless otherwise indicated by the IEP (X-coded). Teachers are given copies of the IEP and report attendance as related services providers as well as complying with first attend call-in procedures. Special needs students in bilingual classes receive resource, the services of a paraprofessional and one-to-one tutoring from a licensed bilingual special needs instructor where recommended by the IEP. Teachers of special needs ELL students are given access to IEPs, attend yearly review meetings, write individual student goals for the IEP, and differentiate instruction by scaffolding and providing greater context while emphasizing speaking and listening skills.

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

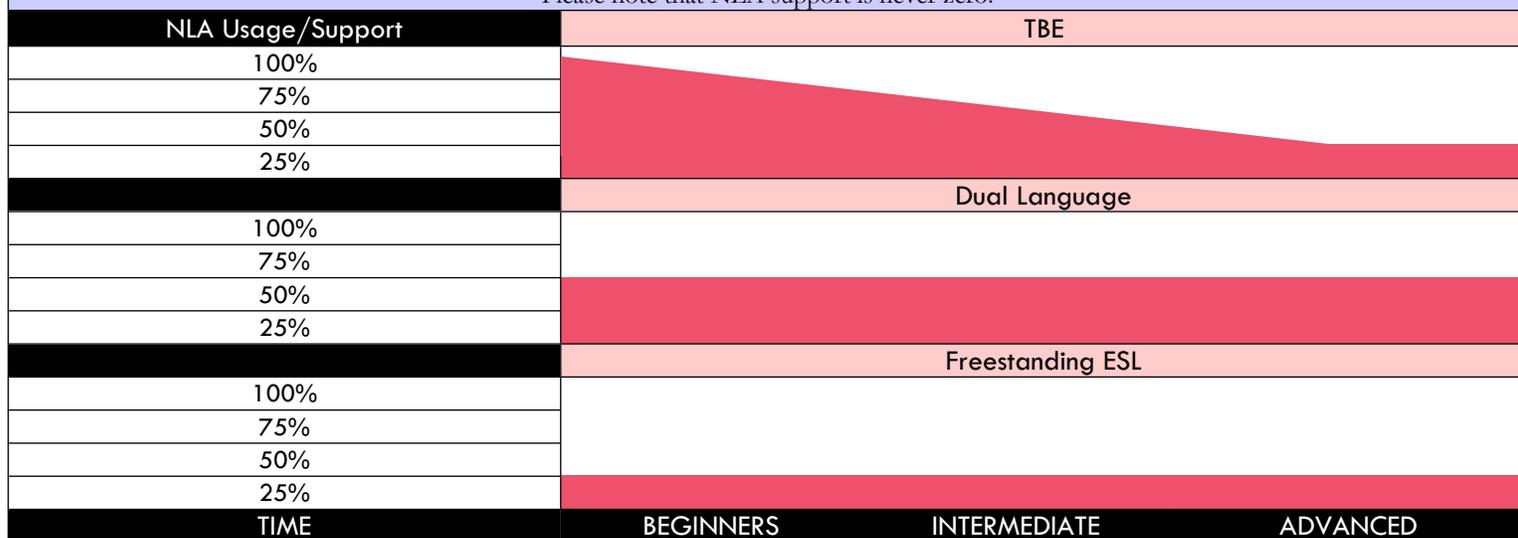
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



B. Programming and Scheduling Information--Continued

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

The principal intervention for ELL's is the ELL Success Academy, an afterschool program which is funded through Title III and SIFE grant monies. The program meets twice weekly on Thursday and Friday afternoons from 3:00 to 5:00 PM. One hour is devoted to literacy and one to math, utilizing the Achieve 3000 literacy and Destination Math software respectively. Beginning English speakers and newcomers will have

the opportunity to continue their work with the Rosetta Stone program from the classroom. Since all Title III teachers and staff are also Bilingual and ESL teachers and administrators and the people who know these students best both academically and social-emotionally, real gains can be made on classroom efforts throughout the school day as students will be able to expand and enhance their class work without repetition or overlap and duplication of effort since these are the very same teachers using the very same programs both in class and afterschool. Destination Math is available in Spanish and Achieve 3000 has Spanish language support.

All ELLs are encouraged to participate in the great variety of extracurricular activities at IS 302. In order to make this possible, we have scheduled the ELL Success Academy on Wednesday and Friday so as not to conflict with SES programs on offer to all students on Tuesdays and Thursdays. These programs include; Liberty Learning, Sports and Arts, Track, Basketball, the drama club, and hip-hop dance and graffiti offered by, 21st Century. We are also proud to be host to the Cypress Hills East New York Beacon program, which offers many enrichment activities for both students and their parents. Several of our bilingual students are also trained mediators and provide peer mediation in Spanish. We are also starting a Saturday credit recovery program to allow students to make up work and proceed to advance to the next grade. Funding is provided through DOE sources, Title III and SIFE grants as well as the DINI (District In Need of Improvement) grant for which we received full funding.

Laptop carts are available on each floor and a schedule has been prepared allowing each bilingual class and all pull-out ESL students to make use of laptops purchased through DINI funding to access Destination Learning Modules, Achieve 3000 and Rosetta Stone language learning software.

Parents of transitioning students are informed of their rights by letter in accordance with OELL guidelines. Students in the bilingual program have the option of remaining in the TBE program for an additional year and mainstream ELL's are monitored for a smooth transition, including performance on predictive testing, though in most cases performance on the NYSESLAT coincides with performance on the ELA and math test with the NYSESLAT usually being the lagging indicator of performance.

IS 302 has a summer ELL Enrichment program that is offered to incoming ELL students, last year it was funded by the Bilingual Planning Grant but is usually done in conjunction with Title III summer funding.

This year, we added French as a foreign language elective to ELL students.

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

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.

All relevant teachers receive training in the administration and use of the Achieve 3000 literacy program throughout the school year. Teachers have already received orientation and initial training and are currently being scheduled for refresher and expanded sophistication with the technology, standards and literacy components of the program. Since Achieve is an interactive program and encourages one-to-one teacher/student interaction, our teachers will be well versed to assist their students to advance at a brisk pace while addressing specific needs related to instantaneous feedback that is built in to the system. ALL teachers are also encouraged to participate in QTEL training and indeed several already have and are continuing to enrich their approach to ELL's through scaffolding and differentiated instruction. Indeed, funding for QTEL training has been requested through the SIFE grant. QTEL and SIOP training also meet the requirement for 7.5 hours of ESL training to non TESOL staff. Other staff, such as APs, Paras, secretaries, parent coordinator and guidance receive training during faculty

and grade level conferences. Teachers are also receiving training in the Rosetta Stone software and refresher training in the Destination Math software and Achieve 3000 software programs. In school training was also given in the sheltered Instruction Observation Protocol by the ESL coordinator and turnout was exceptional, with 45 teachers receiving training in this valuable development resource for scaffolding and differentiation good toward satisfying the 7.5 hour requirement.

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?

Through our Spanish language bilingual Parent Coordinator, IS 302K offers a variety of outreach programs to ELL parents to foster a greater sense of community and parental involvement in the affairs of the school and the education of their children. Parents are encouraged to participate in adult ESL instruction available as well as the MAPP, math for parents program as part of the SIFE grant, through the school and our local on site CBO, the CHENY-Beacon program. Many orientations are held for ELL parents throughout the year where parents have a chance to familiarize themselves with the program choices available to them in the native language and make an informed choice about the educational opportunities available. Parents are also invited to participate in volunteer opportunities such as PTA and chaperoning trips. All communications to parents are made available in the native language through the assistance of the parent coordinator and the Office of Translation Services. Translators for most parents are made available for in person meetings and school functions.

Parents of new to the country ELL's are provided with language appropriate information about their rights and the educational opportunities available to their children and invited to attend a parent orientation. Parent orientations take place throughout the year and are held both during the day and in the evening. Refreshments are served, parents are introduced to the Parent and ESL Coordinators, view a video for parents of ELL's and given assistance in filling out their program choice forms. Parents have the option of the ESL pull-out Program or the bilingual Spanish program, parents of other language backgrounds are made aware of the transfer option.

Parents are offered ESL, citizenship and technology (through the SIFE grant) classes with the Parent Coordinator. Our local CBO , CHENY-Beacon offers many opportunities to parents, many in Spanish and other after school activities for ELL children. Parents of ELL's are kept informed and apprised of the opportunities available especially to them. The SIFE program also employs a bilingual social worker among whose duties include, parental outreach to aid their newcomer children in the academic and social integration into the school community.

Through the SIFE grant, we have also funded coverage assignments for our bilingual science/technology teacher, who is also a team member of the ELL Success Academy, to present technology instruction to parents in the parent's instruction program during the school day where they learn internet sophistication to take part in the parent options of our various technology programs, including Rosetta Stone, take advantage of the ARIS parent options to both follow their own educational pursuits, which has a proven correlation to student performance, allowing parents to become more involved in their child's educational process through monitoring of test scores and participation.

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)							18	21	30					69
Intermediate(I)							10	13	22					45
Advanced (A)							18	18	10					46

Total	0	0	0	0	0	0	46	52	62	0	0	0	0	160
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							12	18	18				
	I							4	5	14				
	A							22	26	24				
	P							7	2	6				
READING/ WRITING	B							13	13	30				
	I							15	19	22				
	A							17	13	9				
	P							1	5	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	14	3		33
7	19	13			32
8	27	15	3		45
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	1	12	8	14	1	4	1	1	42
7	12	22	10	7	1				52
8	7	20	9	19		5		1	61
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	0	0	0	0	0	0	0	0	0
8	3	23	7	41	0	9	0	0	83

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	2	15	6	56	2	8	0	0	89
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
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)								

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:

Part VI: LAP Assurances

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

Early literacy skills are assessed for all newcomers using a combination of the Alternate Language Learning Diagnostic (ALLD) the DRA

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

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