



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**SCHOOL NAME:** RAFAEL CORDERO Y MOLINA

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):  
19K302

PRINCIPAL:                      EMAIL:  
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SUPERINTENDENT: JOYCE STALLINGS-HARTE

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Lisa Linder	*Principal or Designee	
Oral Brady	*UFT Chapter Leader or Designee	
Erica Perez	*PA/PTA President or Designated Co-President	
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> )	
Joseph Cruz	CBO Representative, if applicable	
Justin Greene	Member/SLT Chair	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

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

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is

provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
“The Principal and AP’s should, with support and PD from the Network, ensure that the monitoring and evaluation of teaching and learning improves and brings about sustained improvement in teacher performance .The observations should accurately reflect the quality of teaching and learning observed. School leaders should consistently provide feedback that clearly outlines what is needed to improve.” JIT 10-11, Page 6

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.  
\_\_\_\_\_ 2.2 School leader’s vision  
  x   2.3 Systems and structures for school development  
\_\_\_\_\_ 2.4 School leader’s use of resources  
       2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.  
*By June 2013, administrators will conduct 4 short frequent observations to each teacher in grades 6-8 using Danielson Framework of Teacher Effectiveness as evidenced by providing teachers with specific, timely, actionable feedback, both oral and written.*

### **Instructional strategies/activities**

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

**Strategy:** Using Danielson’s Framework of Teacher Effectiveness, administrators will conduct 4 short frequent observations and provide timely, specific and actionable feedback to teachers in one or more of the following competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

**Activity:** Administrators’ will establish clear expectations for pedagogy based on a research-based rubric of practice. Administrators will engage in cycles of teacher observation and will provide timely and specific feedback to teachers. Feedback to the teachers will include but is not limited to specific, actionable next steps in the form of PD, resources, instructional videos, and intervisitations to observe best practices.

**Key Personnel:** Network Achievement Coach will train Administrators during a cycle of Teacher Effectiveness Intensive on ‘norming’ of ratings on the research-based rubric of practice, calibration and effective, timely feedback.

**Targets (Benchmark):** Each teacher will receive 4 short frequent observations with timely and specific written feedback in order to assess teacher effectiveness and diagnose needs which will inform next steps for PD.

**Timeline:** By June 2013, each Administrator will engage in 4 cycles of short frequent observations through at least one of the competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

**Budget and resource alignment**

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

Professional development to provide teacher feedback, prep coverage 52 teachers x 4 preps x \$42.19 (See galaxy allocation -Title I Priority Focus funding)

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title 1 Priority Focus Funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY' 13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep coverage will be used to meet with teachers to discuss specific feedback and steps for instructional improvement. Professional development for teachers and instructional leads will be provided on the research-based rubric for evaluation and calibration process. Professional development will be provided to administrators on how to provide specific, timely and actionable feedback to teachers.



Priority Focus funding) Instructional supplies, software and CCLS textbooks purchased to enrich units of study (See galaxy allocation -Title I Priority Focus funding)

Professional development consultant to train teachers in aligning ELA units of study with CCLS , \$1500 a day x 6 days (See galaxy allocation -Title I Priority Focus funding)

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title 1 Priority Focus Funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Per session and pre coverage will be provided for common planning time for grade level teacher teams to horizontally align the ELA rubrics, discuss trends after looking at student work and plan for instructional implications.



(See galaxy allocation- Title I Priority Focus funding)Professional development to align curriculum maps to CCLS, supervisor per session for 3 supervisors x 3.8 hours a week for 10 weeks x \$52.52 (See galaxy allocation -Title I Priority Focus funding

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I Priority Focus funding

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY' 13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Educational consultant AUSSIE has been hired to provide PD to ELA teachers on best practices in literacy instruction as they follow the new/revised ELA mapping/curriculum.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.  
“The Principal should ensure that the deans carry out their duties in an effective manner and that their roles and responsibilities in ensuring student and staff safety are reemphasized. Deans should ensure that no students are loitering or missing instructional time during and at the end of lessons. The Principal should seek the views of parents and students in the aspects of safety that are causing most concern and put in place a strategic plan to address their concerns and to reduce the number of behavioral incidents. The Principal should ensure that security staff and deans are strategically deployed throughout the building and that PBIS process is implemented with fidelity throughout the building” SQR 10-11, page 7

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

*By June 2013, the number of behavioral incidents and suspensions will decrease by 5% as evidenced in OORS reporting systems.*

**Instructional strategies/activities**

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

**Strategy:** Deans, teachers and administration will develop a comprehensive Discipline plan to decrease behavioral incidents and suspensions.

**Activity:** Deans, teachers and administration will develop and adhere to the discipline procedures, along with the NYCDOE Discipline Code, to ensure that behavioral incidents and suspensions decrease. Intervention programs and positive school-wide initiatives will be implemented as additional supports.

**Key Personnel:** Administration and Network school support Director will provide PD, support and guidance to teachers and deans to establish and implement an effective safety and discipline plan and system of procedures.

**Targets (Benchmark):** OORS will be closely monitored weekly to ensure there is a decrease in monthly behavioral incidents and suspensions.

**Timeline:** OORs will be monitored and discipline plan will be implemented until June 2012

**Budget and resource alignment**

• Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I  
Analysis and disaggregation of behavior intervention data from PBIS and OORS, guidance counselor per session for 1 guidance counselor x 2 hours a week for 15 weeks x \$53.96 (See galaxy allocation- Title I Priority Focus funding)

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Funding

Other-describe here: Title 1 Priority Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Consultants will be hired to support students in crisis and put in place preventative behavioral strategies in order to decrease behavioral incidents and suspensions. In addition, the school will receive support from the Mobile Response Team, PBIS, community-based organizations and an additional ATR guidance counselor.



**Budget and resource alignment**

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

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

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
Per session will be provided for staff to provide parents with hands on training and support with logging in and navigation of the ARIS systems and with participation in school-wide initiatives.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Our school implements the following programs to assist at-risk and low performing students with academic services: Performance Series Acuity, teacher created authentic tasks. Our SETTTS teachers provide pull out services for at risk students through out the school year.	Small group, one-to-one and mini-group	These services are implemented during the day and after school
Mathematics	Through the use of the Smart Board, authentic CCLS math tasks, math games, Problem of the Day, Performance Series ACUITY and intervention skill folders basic math skills are reviewed and practiced.	Our teachers tutor students' individually, and/or during small groups in areas in which the students are showing deficiencies.	These services are implemented during the day and after school
Science	Students engaged in remediation activities that include Brain pop, Wizard, Elmo, and Board Works programs. Additionally, Enrichment Services are provided to students who are in the Regents' program so as to prepare for the Earth Science exam.	One to one tutoring and small group instruction and tutoring	These services are implemented during the day and after school

Social Studies	Students engaged in small group instruction that's specific and guided. They also prepare DBQ questions and practice writing DBQ essays.	Services are offered as one to one, small group and tutoring	These services are implemented during the day and after school-during the extended day 37.5 minutes
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our school provides an effective guidance program, whereby our students receive one on one, group and academic counseling. It also provides student development in the following areas: Conflict resolution, and peer mediation.	Individually and/or in small groups	These services are implemented during the day and after school.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

### **19K302 Parent Involvement Policy**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***SCHOOL-PARENT COMPACT***  
***19K302 SCHOOL –PARENT COMPACT***

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>211</b> <b>Laura Kaiser &amp; Jean McKeon</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>302</b>
School Name <b>Rafael Cordero y Molina</b>			

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

Principal <b>Lisa Linder</b>	Assistant Principal <b>Lisa Hermann</b>
Coach <b>Mr. Wilson, TESOL, ELL coord.</b>	Coach <b>Mr. Scutt, ELA</b>
ESL Teacher <b>Ms. Wang, TESOL</b>	Guidance Counselor <b>Ms. R. Rodriguez</b>
Teacher/Subject Area <b>Ms. Guzman, Bilingual math</b>	Parent <b>Ms. Cajigas</b>
Teacher/Subject Area <b>Ms. Rivera, Bil. common branch</b>	Parent Coordinator <b>Ms. Cortes</b>
Related Service Provider <b>Ms. Martinez, Bil. Spec. needs</b>	Other <b>type here</b>
Network Leader <b>Jean McKeon</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>7</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>929</b>	Total Number of ELLs	<b>178</b>	ELLs as share of total student population (%)	<b>19.16%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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, with 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 Assistant Principal and ELL Department head, Ms. Hermann, and our certified Spanish 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. NYSESLAT exams are ordered well in advance with a recognition of how our ELL population expands throughout the year. All NYSESLAT eligible students are identified using the RLER report in ATS, and the speaking part is administered, often twice since we participate in the field testing program, by Licensed ELL pedagogues, Mr. Wilson, Ms. Wang and Mr. Badrinath. The other portions of the test are delivered during the testing window set forth by DAA on separate days to the Spanish bilingual classes as a whole and to the free standing ESL student as a group by grade.

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. When possible, parents are met with on an individual basis by Mr. Wilson during the admittance process. 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. Parents are issued letters with the dates of meetings, which are followed up by phonecalls to remind them. The ESL coordinator, Mr. Wilson, the ELL/Bilingual program department head, Assistant Principal, Ms. Hermann, 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 all continuing entitlement letters and maintaining copies on file, as well as placement 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. Letters that are returned are kept on file and checked off by Mr. Wilson as he receives them, with follow up by phone and, as stated, during regularly scheduled parent gatherings, such as, Parent teacher conferences and curriculum nights, etc. 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 select a bilingual program at IS 302. 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 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

### This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	178	Newcomers (ELLs receiving service 0-3 years)	113	Special Education	17
SIFE	53	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	20

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	93	48		13	3		3			109
Dual Language										0
ESL	20	6	4	21	6	9	20		4	61
<b>Total</b>	<b>113</b>	<b>54</b>	<b>4</b>	<b>34</b>	<b>9</b>	<b>9</b>	<b>23</b>	<b>0</b>	<b>4</b>	<b>170</b>

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

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							23	48	40					111
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>48</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>111</b>

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**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							18	17	16					51
Chinese														0
Russian														0
Bengali							1	6	2					9
Urdu														0
Arabic								1	1					2
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other							1		1					2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>24</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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.

## A. Programming and Scheduling Information

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 is one sixth grade bilingual class, 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 one seventh grade bilingual class. Ms. Wang is the ESL teacher for the advanced and intermediate level seventh grade bilingual class. Mr. Badrinauth is the ESL teacher for the sixth grade bilingual class.

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 rationale. 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

## A. Programming and Scheduling Information

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. ELL 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. Where the IEP requires bilingual instruction every attempt is made to accommodate these students in our bilingual classes with the aforementioned resources, however, at this time, we do not have enough students to open a self contained 12:1 bilingual special needs class. Should the need arise, we have a fully qualified bilingual special needs teacher, Carmen Martinez. 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.

### Courses Taught in Languages Other than English ⓘ

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

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

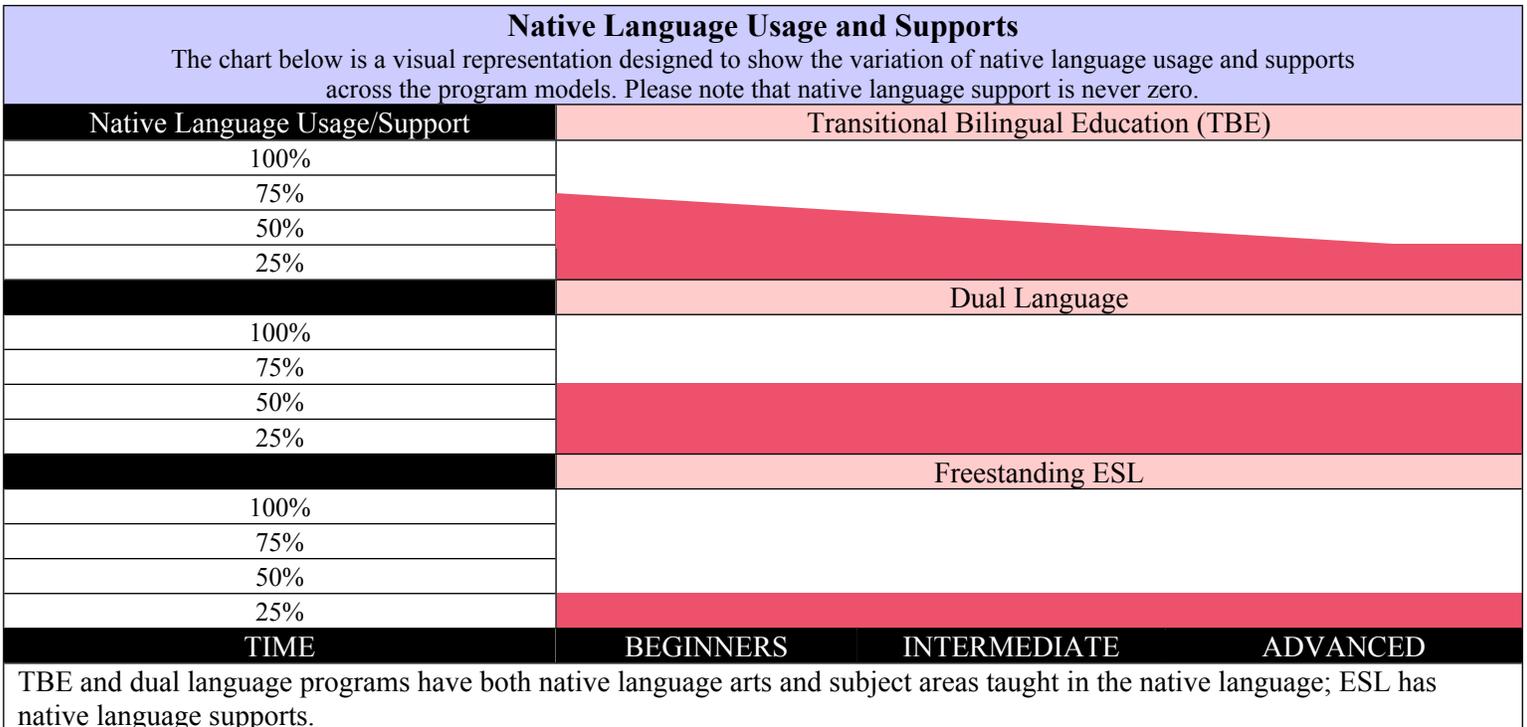
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction



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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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 weekly on Monday, Wednesday 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 and both programs contain native language support. Beginning English speakers and newcomers will have the opportunity to work with Destination Reading in Spanish and receive native language support in the ESL classroom through heterogeneous grouping and a focus on scaffolding, including cognates and vocabulary. 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. Specific science and social studies interventions include the Visual Learning video package in Spanish, purchased with SIFE grant funds. Science and Social Studies textbooks are both available in Spanish and coordination between subject areas is reinforced with regard to specific skills NL supports in the NLA class and vocabulary focus, particularly with cognates and math and science words. All students, including those in the freestanding ESL program are eligible for Title III and SIFE programs afterschool and ESL teachers are trained in scaffolding techniques to utilize native language supports. Also, bilingual glossaries are made available in the content area classes for students in the free standing ESL program.

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.

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.

## C. Schools with Dual Language Programs

<ol style="list-style-type: none"> <li>1. How much time (%) is the target language used for EPs and ELLs in each grade?</li> <li>2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?</li> <li>3. How is language separated for instruction (time, subject, teacher, theme)?</li> <li>4. What Dual Language model is used (side-by-side, self-contained, other)?</li> <li>5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?</li> </ol>
N/A

**D. Professional Development and Support for School Staff**

<ol style="list-style-type: none"> <li>1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
<p>All relevant staff receive training in the administration and use of the Achieve 3000 literacy program throughout the school year, including Ap's paraprofessionals, guidance counseloras, psychologists, occupational, speech and physical therapists, and secretaries and parent coordinators. 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 will also be given in the sheltered In struction 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. Attendance is taken at all ELL training and staff are asked to record their attendance at any ELL related PD and report to the ELL department such work. All staff are made aware of the relevance of NYSESLAT levels and their significance of instruction. This year we are hiring a consultant to work with mainstream teachers of LTE's in order to foster an appreciation of the difference between students who are verbally fluent but have significant needs in the areas of reading and writing and to teach various ways to provide scaffolded support to these students in the regular education classroom.</p>

## 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. This year, for example, we are offering a ballroom dance workshop for our ELL parent group, so that the parents and their children can share an activity that is highly motivating for both.

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.

Our parent coordinator conducts outreach through community building activities, in addition to her ESL classes, such as, coat drives, breast cancer walk-a-thons, trips and other enrichment activities. The Parent Coordinator's office is now situated next to the Main Office and all newcomer parents are directed to her for consultation about ways to get involved in the school community. The PC also works closely with the PTA and assists them in their efforts to provide all parents with a place to interact with the school community. The PC acts as a liaison or ombudsman and represents the interests of the parents to the school administration. She may sit in on meetings between parents and the administration and provides Spanish translation services for the administration at parent functions.

## 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)							11	27	26					64
Intermediate(I)							6	17	15					38
Advanced (A)							16	18	15					49
Total	0	0	0	0	0	0	33	62	56	0	0	0	0	151

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							3	12	13				
	I							9	18	13				
	A							11	29	21				
	P							10	2	6				
READING/ WRITING	B							11	25	22				
	I							6	17	14				
	A							13	10	15				
	P							3	7	1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	13	1	0	23
7	28	16	1	0	45
8	21	17	0	0	38
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	6	10	9	6	1	0	0	33
7	8	24	6	14	5	1	1	0	59
8	7	19	5	14	3	0	1	0	49
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
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	54	39	3				
Chinese Reading Test								

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

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

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.

Current LAB-R data shows all but one student in the beginning category. One student who scored at the advanced level was placed in the advanced English bilingual class.

The periodic Assessments for ELL students are made available to all ELL teachers and are discussed during common preps as a tool to inform planning.

Sixth grade students were more or less even between the Listening/Speaking (LS) and the Reading/Writing (RW) modalities with the exception of a higher number of students that passed the LS portion of the test as opposed to the RW, which only saw one student pass this portion. This parity between the modalities holds true for beginning level seventh and eighth graders but diminishes as students achieve Intermediate and Advanced levels on the NYSESLAT. In the seventh grade, Intermediate scores did better in the RW modality by more than a three to one margin, while Advanced level students achieved the opposite result, performing better in the LS modality by a two to one ratio. Beginning and Intermediate level eighth graders did far better in the RW modality but Advanced level students had the opposite result.

Based on our analysis of the NYSESLAT data, we feel our approach of differentiated instruction and small group activities will encourage greater speaking skills while building upon student strength in reading comprehension and writing ability.

In general, Advanced and Intermediate level students are showing progress on the ELA and math exams, particularly those with high RW scores.

In the bilingual program, ELLs are faring far better on formal assessments in the native language as opposed to their regular education counterparts. We believe this is due to the preponderance of newcomers in our school and the efficacy of our program model.

All ELLs are part of our planning, intervention and are held to the same high standards for all students. ELLs are expected to show progress and achieve at grade level.

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **19K302** School Name: **Rafael Cordero Y Molina**

Cluster: \_\_\_\_\_ Network: **211**

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

**Part A: Needs Assessment Findings**

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

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

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

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, two 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.



## Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Brooklyn District: 19 School Number: 302 School Name: Rafael Cordero y Molina  
Cluster Leader: Despina Zaharakis Network Leader: JEAN MCKEON Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Parent Activities</b>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
<b>Budget</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA (Title I SWP) Comments:
Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 12/13/2012      Senior ELL CPS: Tatyana Ulubabova  Additional Comments:		