



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: RAFAEL CORDERO Y MOLINA

DBN (i.e. 01M001): 19K302

Principal: LISA LINDER

Principal Email: LLINDER@SCHOOLS.NYC.GOV

Superintendent: JOYCE STALINGS-HARPE

Network Leader: MEGHAN KELLEY

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
	<i>Student Representative (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	
Tanya Bryant	Member/ Assistant Principal	
Zunilda Rodriguez	Member/ Parent	
Ibys Camacho	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 19K302

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	546	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	15	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	19	# SETSS	2	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	6
# Foreign Language	17	# Dance	12	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.0%	% Attendance Rate			88.2%
% Free Lunch	78.6%	% Reduced Lunch			1.4%
% Limited English Proficient	18.6%	% Students with Disabilities			18.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.4%	% Black or African American			32.2%
% Hispanic or Latino	59.4%	% Asian or Native Hawaiian/Pacific Islander			5.5%
% White	1.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	5.18	# of Assistant Principals			4
# of Deans	1	# of Counselors/Social Workers			4
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			5.7%
% Teaching with Fewer Than 3 Years of Experience	10.9%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.5%	Mathematics Performance at levels 3 & 4			8.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			30.9%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			80.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		No
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		No
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP					
Describe the strengths of your school's 12-13 SCEP.					
The school leader and administrative staff regularly monitored common planning meetings in addition to the outcome of the meetings to ensure that there was a focus on improving ELA performance and that all common planning meetings had a direct impact on improving classroom instruction and student outcomes. As a result, teacher pedagogy and instructional practices began to improve as teachers were continuously exposed to best teaching practices via the lens of a rubric moving them in to 21st century teaching in support of positive student outcomes.					
A heavy emphasis was placed on the implementation of Danielson's Framework for Teaching via short frequent observations that were conducted by the administrative staff. Clear expectations for pedagogy were set thereby strengthening school leadership practices which ultimately led to improved teaching practices. The use of this researched based rubric to enhance teacher effectiveness was instrumental in our 2012-2013 SCEP					
Describe the areas for improvement in your school's 12-13 SCEP.					
Our goal was to decrease the number of behavioral incidents and suspensions by 5% as evidenced in the OORS reporting system. Due to a lack of a wide array of social/emotional systems in place the number incidents increased resulting in an increased number of suspensions. Administration worked closely with two deans, as well as, CBO- Cypress Hills Beacon in an effort to address the ongoing external factors which contributed to several off task behaviors.					
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.					
A large staff and diverse student population, as well as the much tougher standards promulgated by the CCLS were challenges but progress has been made and, with the addition of resources provided by the SIG funding, we expect to make even greater strides in the next two years. The pending phase out of IS 302 has presented a challenge in terms of losing staffing as teachers were placed in new roles and asked to implement more rigorous standards and curriculum.					
IS 302 has a student population of 20% ELL and 15% special needs as well as 98% qualifying for free or reduced lunch. Our population requires a greater degree of differentiation due to a greater diversity of second language proficiency and students being below grade level proficiency.					
Describe the degree to which your school's 12-13 SCEP was successfully implemented.					
By June 2013, administrators conducted short frequent observations for each teacher in grades 6-8 using Danielson Framework of Teacher Effectiveness. By June 2013, all students in grades 6-8 experienced 2 Common Core- aligned units of study in ELA					
By June 2013, 100% of ELA teachers in grades 6-8 implemented a rigorous ELA curriculum aligned to the CCLS as evidenced by the completion of comprehensive curriculum maps and units of study.					
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	<input checked="" type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.					
One goal that was not accomplished was decreasing the number incidents entered in OORS by 5%. Due to a lack of a wide array of social/emotional systems in place the number incidents increased resulting in a large number of suspensions.					
Another goal that was not accomplished was the adoption of new initiatives and tailoring teaching practice using professional development resources. Follow up to PD activities did not culminate in effective practice and reflection.					
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Yes
No					

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Anticipated barriers and challenges are inclusive of new key staff members being given unfamiliar responsibilities due to the key staff members transitioning to different positions within the school due to downsizing of staff.				
IS 302's administrative cabinet has been decreased from 5 Assistant Principals to 2 Assistant Principals. This decrease poses a challenge to leadership as the responsibilities and roles will be increased for the current administrative staff. A more rigorous and demanding curriculum poses a challenge to a student population already faced with mastering a wide array of skills and some facing a multitude of social/emotional challenges. The community is somewhat apprehensive due to the changing structure of IS				

302 and the impending phase out of a long term community school.

List the 13-14 student academic achievement targets for the identified sub-groups.

LTE and OAPR students will make a 3% scale score gain on both the ELA and math test and demonstrate a 5% attendance improvement.

Special needs students will make progress on the ELA and math state exams.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with school staff and the community on an ongoing basis via memos, professional development sessions, SLT meetings, Parent Coordinator communication, school messenger, Engrade and an evolving school website.

Describe your theory of action at the core of your school's SCEP.

IS 302 has a whole child approach that seeks to address all the needs of the student chiefly academic and including social, emotional and economic. We believe in the high standards of the Common Core Learning Standards and that all children can learn and that they have the right to a challenging, rigorous and well developed preparatory curriculum.

If IS 302 implements Danielson's Framework for Teaching, continues to participate in quality PD opportunities through continuing partnerships with outside consultants Generation Ready (Aussie) and CITE, continues outreach to parents and continues collaborating with our CBOs, then we will see improvement in teacher practice, gains in parental involvement and improvement in student socio-emotional behaviors and overall improvement in academic performance.

Describe the strategy for executing your theory of action in your school's SCEP.

Ongoing communication and collaboration via support from network personnel, internal administrative supportive and teacher leaders will aid in the execution of the school's SCEP.

The SIG Coordinator will also play a crucial role in delegating action items and communicating with the administrative cabinet ensuring timely feedback and support from vendor partners for socio –emotional support and quality Professional Development.

The cabinet will conduct frequent observations using Danielson's Framework with real time feedback and follow up. The cabinet will monitor and facilitate PD opportunities to ensure implementation of best teacher practice.

We have contracted with Generation Ready and CITE, two reputable organizations that provide in-depth, data based professional development support. Teacher leaders and key personnel will attend monthly network professional development tailored to meet the City Wide Instructional Expectations.

List the key elements and other unique characteristics of your school's SCEP.

The key elements and unique characteristics consist of a focus on providing students with a curriculum and exposure to common core aligned tasks that will support them with the skills necessary towards becoming college and career ready. Support for teachers will be ongoing to ensure that they are moving their teaching practice towards becoming highly effective.

The cabinet along with our SIG Coordinator will work collaboratively to ensure coordination with CBO's, guidance and outside consultants to ensure cohesion of intervention efforts to affect positive student outcomes.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

With the development of the SIG, we have hired two PD consultants and two counseling providers as well as a SIG Coordinator and a literacy coach to oversee and coordinate with all stakeholders and ensure implementation and follow up on action items.

Ongoing analysis and meeting with key stakeholders will allow the administrative cabinet to identify key strategies being implemented in teacher's day to day instructional practices. Monthly reports from organizations (Partnership for Children and PCM) which provide daily and weekly social emotional support to students should be reflective in a decrease in OORS incidents.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Support teacher teamwork in analyzing data in order to inform instructional practices at the classroom level so that individual students’ learning needs are met.

Review Type:	DQR	Year:	2011-2012	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader’s vision	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, administrators will conduct observations as per the DOE options A or B as determined by the teachers in grades 7-8 using Danielson’s Framework of Teacher Effectiveness. Teachers will be provided with specific, timely and actionable feedback, both oral and written so that teachers will demonstrate consistent progress as measured by achieving one level of growth on the HEDI scale.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1) Using Danielson’s Framework of Teacher Effectiveness 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 inter-visitations to observe best practices.
- 2) Teachers will meet frequently with PD consultants, Generation Ready and CITE team members to develop best practices to respond to snapshots observations and plan for areas of support.
- 3) Cabinet will ensure teachers have resources to address student needs based on classroom observations. Teachers will be provided with the “Create Your Own Adventure” novel based series which is highly engaging and seeks to promote critical thinking skills and enhance student literacy skills. “Finish Line” will be purchased to support students with test taking strategies and to improve their literacy skills. Both programs are used during instruction and Extended Learning Time.

B. Key personnel and other resources used to implement each strategy/activity

1. The cabinet, teachers, network support staff, Literacy Lead Teacher.
2. Teachers, cabinet, SIG Coordinator, Literacy Lead Teacher and consultants,
3. The cabinet, teachers, literacy coach. “Create Your Own Adventure” **novel series** and “Finish Line” test taking strategies\literacy skill building.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) Teachers developed professional goals based on the Danielson Framework, the cabinet will conduct regular cycles of observation, teachers will receive feedback to meet targets, teachers will be provided with resources including PD opportunities, cabinet will follow up on action items to ensure implementation of ongoing feedback.
- 2) Consultants are conducting ongoing faculty, grade and department PD sessions, and meeting with staff individually to discuss areas of support to develop teacher action plans. Cabinet will follow up on action items to ensure implementation of ongoing consultant feedback.
- 3) Cabinet will support teachers in identifying students in need of extra academic support, teachers will identify target groups in need of extra support based on Lexile testing and implement resources based on student needs, student progress will be monitored regularly to assess the effectiveness of intervention.

D. Timeline for implementation and completion including start and end dates

- 1) Early engagements and exposure to the rubric will begin in September 2013 and observations will be conducted beginning October 2013-May 2014.
- 2) Weekly from September 2013 to June, 2014
- 3) October, 2013: Lexile testing, interim assessment, December, 2013 and final testing in May 2014, ongoing progress monitoring from October, 2013 to May, 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily during the school day through Title I and Tax Levy
2. Generation Ready: 130 days, CITE: 2X per week October – May.
3. ELT Supplemental Curriculum – “Create Your Own Adventure” novel series and “Finish Line” test taking strategies\literacy skill building workbooks.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

School Improvement Grant

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
X	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Fully align curriculum to Common Core Learning Standards

Review Type:	DQR	Year:	2011-2012	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

X	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, 100% of students in grades 7-8 will experience Common Core aligned units of study as evidenced by CCLS aligned tasks, classroom observations, student portfolios, teacher-team meetings agendas and all student work samples.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1) All teachers will be provided with and implement CCLS aligned curricula in all content areas and provide multiple entry points for all learners
- 2) The Cabinet will demonstrate the ability to evaluate curricula across content areas and engage staff in curriculum planning and help teachers learn and implement effective instructional strategies. Additionally, they use data to identify student learning trends.
- 3) The Literacy Lead Teacher, along with network staff and consultants will support teachers in learning new instructional strategies to meet individual student needs. They will be responsible to assist teachers in administering and analyzing student assessment data. The Literacy Lead Teacher and ELL Coordinator will serve as the building liaisons to the Generation Ready English Language Arts consultant and will collect and turnkey the implications of data from the Achieve 3000 program. They will also train classroom teachers in using the Achieve 3000 program and its features.
- 4) Teachers will attend curriculum specific PD in Code X, literacy and CMP-3, math.

B. Key personnel and other resources used to implement each strategy/activity
1. Cabinet, teachers, Literacy Lead Teacher and consultants 2. Cabinet, teachers, consultants, network staff and Literacy Lead Teacher 3. Cabinet, teachers, consultants, network staff, ELL Coordinator and Literacy Lead Teacher 4. Teachers, cabinet
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1) In September teachers were provided with CCLS aligned curricula. Teachers design clear, sequential lessons and units for daily instruction. Teachers identify and develop instructional materials appropriate to the learning needs of students 2) Cabinet will ensure that curriculum is designed to engage students and advance them through content. Cabinet will provide weekly opportunities for teachers to engage in common planning time and inquiry meetings with a focus on analyzing student work to identify student trends. Cabinet will provide PD opportunities in a variety of formats including afterschool, grade level and faculty conferences and network level PD. 3) Literacy Lead Teacher and network staff and consultants will assess effectiveness of curriculum implementation and analysis of student data and plan PD that will focus on trends. Literacy Lead Teacher and ELL Coordinator will assess interim lexile testing and trends for Achieve 3000 to drive instruction. 4) Teachers will attend curriculum specific PD opportunities and turnkey best practices for utilization of CCLS aligned curriculum. Cabinet will follow up with teachers and provide feedback, teachers will engage in professional conversations about best practices and implementation.
D. Timeline for implementation and completion including start and end dates
1. September, 2013 through June, 2014 daily. 2. September, 2013 through June, 2014 weekly. 3. September, 2013 through June, 2014. 4. Periodically from September, 2013 to June,2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Daily, during school day through Tax Levy and Title I 2. Daily, during school day through Tax Levy and Title I, afterschool activities funded through SIG and PF Set Aside 3. Generation Ready: 130 days, CITE: 2X per week October – May. 4. Daily, during school day through Tax Levy and Title I, afterschool activities funded through SIG and PF Set Aside

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SIG											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	X			

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Refine processes to set measurable and differentiated learning goals for students so that student academic growth is accelerated.											
Review Type:	DQR	Year:	2011-2012	Page Number:	6	HEDI Rating:	D				

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
	4.2 Instructional practices and strategies		X	4.3 Comprehensive plans for teaching							
	4.4 Classroom environment and culture			4.5 Use of data, instructional practices and student learning							

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
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By June 2014, 100% of all teachers in grades 7-8 will implement comprehensive CCLS aligned lesson plans with multiple points of access as evidenced by classroom observations and HEDI scale increases in Domain 1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. CCLS aligned lesson plan template available on school WIKI and are recommended for use. Cabinet will evaluate lesson plans and provide teacher feedback as part of MOTP evaluation system.
2. Teacher leaders will attend network provided lesson planning PD focusing on UDL, instructional shifts and Danielson and will turnkey best practices to staff.
3. Consultants, CITE and Generation Ready will conduct PD in quality CCLS aligned performance tasks, selection of and presentation of complex texts and formal and informal assessments.

B. Key personnel and other resources used to implement each strategy/activity

1. Cabinet and teachers
2. Network staff, teacher leaders, cabinet
3. Consultants, teachers, cabinet, SIG Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. September orientation teachers were directed to lesson planning resources. During cycles of observation, cabinet evaluates lesson plans and provides feedback. Based on feedback, teachers adjust lesson plans to better meet the needs of all learners and improve student academic outcomes.
2. Teacher leaders will attend network ELA and math workshops, teacher leaders will attend Saturday network lesson planning PD. Teacher leaders will turnkey best practices during weekly common preps.
3. Consultants are conducting ongoing faculty, grade and department PD sessions, and meeting with staff individually to discuss areas of support to develop teacher lesson plans. Cabinet will follow up on lesson plan effectiveness and provide feedback to teachers.

D. Timeline for implementation and completion including start and end dates

1. Weekly, September 2013 through June 2014
2. ELA and math: 5 sessions, four Saturday sessions from October, 2013 to May, 2014
3. Ongoing from September 2013 to May, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily, during the school day through TL and Title I. Per diem for prep period and professional development coverages.
2. ELA, 5X, one teacher leader. Math, 5x two teachers. 4 Saturdays, 3 teachers. Per session and per diem coverages while teachers engage in professional development.
3. Generation Ready: 130 days, CITE: 2X per week October – May, cabinet during the school day through TL and Title I

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SIG

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2013 School Survey 49% of parents reported that, "at my child's school, students get into fights" and 39% agreed that, "students harass or bully other students."

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, we will institute a structured collaborative behavior modification system to support the social and emotional growth of students resulting in a 5% decrease in behavior incidents and suspensions as evidenced by the OORS reporting incidents.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1) The SIG coordinator and cabinet will assure implementation of behavioral interventions and staff will utilize a referral protocol in addition to the targeting of at-risk students for intervention. Parents will be consulted and apprised of counseling options.
- 2) City Year will assist in troubleshooting student attendance issues in conjunction with family assistants.
- 3) Partnerships with Children will provide counseling and parent outreach services using licensed social workers.
- 4) Positive Conflict Management will provide crisis counseling and mentoring services including field trips with parents and students. Both programs will be geared toward improving attendance, behavior and performance by providing positive role models, incentives and problem solving skills to apply in and out of the classroom. Indicated students will receive targeted counseling, group sessions, mentoring and possible participation in Big Brother program to be determined on a case by case basis as needed.
- 5) Cabinet and family assistants will analyze incident data to identify trends and provide teachers with classroom management strategies.
- 6) An ARTS enrichment program will be developed leading towards and end of the year drama production. Students will also be provided with the opportunity to perform and cultural institutions located in New York City to showcase their talent.

B. Key personnel and other resources used to implement each strategy/activity

1. Cabinet, dean, SIG Coordinator, guidance department, Parent Coordinator, parents, teachers
2. City Year Personnel, Cabinet, dean, SIG Coordinator, guidance department, family assistants, Parent Coordinator, parents, teachers
3. Partnerships with Children personnel, Cabinet, dean, SIG Coordinator, guidance department, Parent Coordinator, parents, teachers
4. Positive Conflict Management personnel, Cabinet, dean, SIG Coordinator, guidance department, Parent Coordinator, parents, teachers
5. Cabinet, dean, SIG Coordinator, guidance department, Parent Coordinator, family assistants, parents, teachers
6. Educational Consultant, Drama Teacher, cabinet, parents, teachers, SIG Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. SIG Coordinator and cabinet will ensure implementation of behavioral interventions by holding regular meetings with all stakeholders to ensure the effectiveness of all partnerships.
2. City Year volunteers travel with a single class and address classroom behavior and attendance by forming relationships with students and parents, they will report and coordinate with family assistants to improve student attendance and address socio-emotional concerns.
3. Provide a comprehensive school-based program of social emotional learning opportunities that include whole classroom work, small counseling groups, individual counseling and crisis intervention, combined with a full range of additional supports including family support, home visits, and referrals to other collaborating community based agencies and organizations. Three full-time MSW social workers with at least 3-5 years experience are seamlessly integrated into the school community on a full time basis and work directly with up to 150 students, their families, teachers, and administrators.
4. PCM Associates will provide a customized program design for twenty overage and previously retained students that have been identified as in need of social emotional and academic interventions.
5. Cabinet will develop means of identifying students who are at risk of failing based on past performance, i.e., previously retained and poor performance on formal assessments and class work, homework, and projects, class behavior and truancy and take appropriate action to meet student needs, such as, home visits and referrals for intervention services.
6. An ARTS enrichment program will be developed leading towards and end of the year drama production. Students will also be provided with the opportunity to perform and cultural institutions located in New York City to showcase their talent. During instructional time students will receive support honing their artistic skills leading to

several performances throughout the school year. Students receive instruction via

D. Timeline for implementation and completion including start and end dates

1. Monthly from September, 2013 to June, 2014
2. Monday through Thursday, from September, 2013 to June, 2014
3. Daily from October, 2013 to June, 2014
4. Twice weekly from October, 2013 to June, 2014
5. Weekly from September, 2013 to June, 2014
6. Weekly from September, 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly during the school day through TL/Title I and SIG
2. 4 x per week funded through TL
3. Three MSW social workers from Partnership with Children will provide embedded daily assistance to students and their families for 36 weeks through SIG
4. Coaches from PCM provide weekly counseling and one on one service to 20 identified at-risk students from September to June. This will include 40 sessions, field trips, coaching and mentoring through SIG
5. Daily, SIG grant, 3 Social Workers, 40 sessions, field trips, coaching and mentoring.
6. Daily funded through Title I Focus\Priority , AIS and Positive Behavior, Drama Teacher per session

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SIG

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS	X	PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

41 % of parents have attended a parent-teacher conference two or fewer times and 39% of parents have never taken the initiative to reach out to the school.

Review Type:	School survey	Year:	2013	Page Number:	7	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, IS 302 will conduct ongoing outreach to parents that will result in a 3% increase in attendance at parent workshops as evidenced by the 2013-2014 NYC school survey.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

- 1) Parent Coordinator and administrators will conduct monthly parent workshops on CCLS aligned curricula and high school articulation.
- 2) 21st Century Grant funds will be used to fund resources for ESL classes for parents and SIFE grant will provide Rosetta Stone language learning software to foster positive relationships between school and home in Spanish.

- 3) Will partner with Positive Conflict Management to conduct parent/student field trips, such as college and university tours
- 4) Partnership with Children to increase communication and awareness of student academic and social emotional progress.
- 5) CITE will provide 4 parent workshops
- 6) Family assistants will ensure parent contact can be initiated, including home visits.
- 7) Cabinet and teachers will reach out to parents on a regular basis via phone calls, letters, flyers, calendars and email to keep them abreast of individual and school-wide programs, functions and concerns.

B. Key personnel and other resources used to implement each strategy/activity

1. Cabinet, Parent Coordinator, teachers, parents and students
2. Cabinet, Parent Coordinator, parents and students
3. Cabinet, PCM personnel, parents, SIG Coordinator
4. Cabinet, Partnership with Children, parents, SIG Coordinator
5. Cabinet, CITE personnel, SIG Coordinator
6. Cabinet, Guidance, family assistants
7. Cabinet, teachers, paraprofessionals, office staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1) Identifying areas of interest and provide monthly workshop, gather feedback and plan future information sessions
- 2) Parents will be provided with language workshops and resources to become more involved with their children's education as reflected on the LES
- 3) Parents will improve attitudes toward the learning community and encourage their students to pursue opportunities
- 4) Three MSW social workers from Partnership with Children will provide embedded daily assistance to students and their families
- 5) Parents will develop techniques to help students with homework and schedules/routines
- 6) Conduct regular outreach as needed
- 7) Maintain regular contact with parents as needed

D. Timeline for implementation and completion including start and end dates

1. Monthly from September, 2013 to June, 2014
2. Daily starting October, 2013 to June, 2014
3. Weekly beginning in October 2013-June 2014
4. Daily from October, 2013 to June, 2014
5. Quarterly from September 2013 – June 2014
6. Frequently from September 2013-2014
7. Frequently from September 2013-2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The SIG partners will conduct parent outreach to parents of at risk students, including mentoring, big brothers who will engage parents in field trips awards and college and career readiness endeavors.
2. The Parent Coordinator to offer technology instruction to the ESL and Citizenship parent classes two periods per week.
3. Coaches from PCM provide counseling and one on one service to 20 identified at-risk students from September to June. This will include 40 sessions, field trips, coaching and mentoring.
4. Three MSW social workers from Partnership with Children will provide embedded daily assistance to students and their families for 36 weeks.
5. Four parent workshops will focus on reducing the number of incidents in OORS, thus supporting the social\emotional development of students and their families. 500 parent guides were purchased.
6. Monday through Friday during the school day through TL/Title I
7. Monday through Friday during the school day through TL/Title I

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

SIG and SIFE grants

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, Students participating in Extended Learning will demonstrate improvement in their core classes, improve attendance by 3% and achieve a 5% gain on standardized testing.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Saturday Academic Intervention Program: 4.5 hrs per session, for 26 sessions (starting the last week of September, ending the third week of May) will address the needs of at risk OAPR population enunciated in the SIG grant to allow them to catch up on class assignments they may have missed.
2. Afterschool Academic Intervention Program: 2 hrs per session, twice per week for 58 sessions (starting the last week of September, ending the third week of May) will feature intensive one-to-one tutoring with classroom teachers of students deemed to be most affected by more rigorous Common Core standards. One-to-one will improve grades and self-esteem by providing more intensive support.
3. Title III and SIFE Grant to run Tuesday and Wednesday, for two hours per day afterschool using technology resources to allow provide an incentive for learning using Achieve 3000 and Destination Math. Technology will increase motivation and student engagement.
4. All students will be exposed to increased use of technology and technology based programs. The infusion of STEM will be made available via the use of the NAO robotics program. Students will have a hands-on learning experience.
5. Several students are receiving additional support to increase their ability to pass the Earth Science Regents exam, leading to future academic accomplishments.
6. City Year support is seamless from 8:15 a.m. – 6 p.m. in which they partner with Cypress Hills Beacon, providing personal support with students they know.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

- 1) Saturday Academic Intervention Program Per Session Hours:
6 Teachers, 1 Social Worker, 1 Coordinator, 1 Para-educator, 1 School Aide, 1 Supervisor
- 2) Afterschool Academic Intervention Program Per Session Hours:
6 Teachers, 1 Social Worker, 1 Coordinator, 1 Para-educator, 1 School Aide
- 3) Title III / SIFE per session hours:
5 teachers, 1 para
- 4) Two teachers
- 5) One teacher
- 6) BEACON and City Year Staff

C. Identify the target population to be served by the ELT program.

1. OAPR and Long-term ELL students, SWD
2. OAPR and Long-term ELL students, SWD
3. Bilingual ELL students and SIFE students, SWD
4. High performing students, SWD
5. High performing students, SWD
6. OAPR and Long-term ELL students, SWD

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

SIFE grant

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

Our Community Based Organization, Cypress Hills East New York (CHENY) Beacon must build on the communication we have started by placing one of their staff on our staff as a family assistant so that there is no disconnect between our efforts and the important items we are working on during the school day are reinforced in the safe environment of the school building afterschool and into the evening, when parents come in to be supported and nourished with skills and knowledge. City Year can help assure streamlining of effort. Each partner organization, including BEACON and City Year will work with the Guidance Department to conduct parent outreach and to coordinate activities that are educationally enriching.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

The SIG Coordinator is responsible for ensuring that efforts are streamlined and not duplicitous. The SIG Coordinator will ensure there is no overlap of services. She will meet with our CBO partner leader, Joseph Cruz to compare rosters and to ensure that children participating in BEACON programming are on task with behavior and attendance modification goals. BEACON programs are an essential motivator and are of great benefit to students in avoiding trouble in the streets while parents are at work, especially in the evenings. Therefore, they can be utilized to a much greater extent to cement the gains children will be making in the classroom during the school day. Components include counseling, academic intervention and small group and or one-to-one tutoring on a case basis and is funded through the SIG, SIFE and Title III grants, as well as 21st Century and outside funding, including the Cypress Hills Local Development Corporation. IS 302 is responsible for building permits, snacks and plant maintenance paid for out of operating funds.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The school review indicated that we have in place the means to do what is essential to support all students but we need help to focus on the students in most need being the holdovers, LTEs, absentees and behavior problems. Our ELT program will be providing students with enrichment activities such as, BEACON arts and sports programs, robotics for hands on learning, A3K as a tech incentive for ELL and SIFE students and Regents prep for highly motivated students. We require strategies and techniques to deal with, at risk students or those on the edge of falling into this category, so that teachers can focus on best practices and administrators can focus on holding teachers accountable. Our School Leadership Team, along with the administration, SIG Coordinator and counseling support providers can identify those at risk so our Academic Intervention Program can provide these children with the help they need to prevent them from falling any further behind. At the same time, our mentors and crisis counselors from vendor partners can intervene to help our OAPR and LTE students to put their lives back together, develop positive role models and start making better choices that will allow them to rejoin our school community and enjoy the satisfaction that comes from achieving academic success and a job well done.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

We believe incentives for learning, such as hands-on, technology, arts and sports will keep students in the building and keep them learning. Expanding opportunities for learning outside of the formal class environment is a great way to improve attitudes toward the school environment in general. Counseling support from City Year is more of a mentoring big brother/sister role that will help our students develop better life skills to make better decisions.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Teachers will be working with their own classroom students and will include special needs, bilingual and social workers will evaluate students as needed to address needs other than academic.

Students who require intensive support will receive one-to-one tutoring. Students who are hands-on learners will work with robot technology. Students who require enrichment will receive high school level regents instruction for science. City Year will provide socio-emotional support.

ELL students and previously retained students are the particular focus so emphasis will be on motivating and support with small group instruction to meet their individual needs for positive reinforcement and changing attitudes toward the school environment by encouraging self-esteem.

D. Are the additional hours mandatory or voluntary?

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Parent outreach, counseling and mentors provided through the SIG and SIFE grants will be utilized to ensure participation.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

37.5 minutes, 90 minute ELA and Mathematics learning blocks, differentiated instruction lesson plans and delivery. IS 302 employs two SETTS teachers – one, bilingual Spanish – two fulltime ESL teachers and 5 fulltime special needs teachers as well

as regular education teachers in a CTT setting. All of our experience, knowledge and resources allow us to assess and address our unique – 20% ELL, 17% special needs – students.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Analysis of formative and summative assessments will form the core of our analysis of program effectiveness. Participants will be expected to improve attendance and demonstrate a better attitude toward school by improving academic performance and showing a decrease in behavior incidents.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>All students who scored a level 1 or 2 on the 2012-2013 state exam</p> <p>CCLS Code X plus extra tutoring</p> <p>In class AIS materials</p> <p>City Year Corp Members for 7th grade students</p>	<p>Small group, one-to-one</p>	<p>During 37.5 minutes after school all students who failed are required to attend, ELT is available three times per week inclusive of Saturday, during 90 minute instructional block, During school</p>
Mathematics	<p>All students who scored a level 1 or 2 on the 2012-2013 state exam</p> <p>CCLS CMP-3 plus extra tutoring</p> <p>In class AIS materials</p> <p>iLearn platform</p> <p>City Year Corp Members for 7th grade students</p>	<p>Small group, one-to-one</p>	<p>During 37.5 minutes after school all students who failed are required to attend, ELT is available three times per week inclusive of Saturday, during 90 minute instructional block, During school</p>
Science	<p>In class AIS materials</p> <p>iLearn platform</p> <p>Common Core Aligned Curriculum plus extra tutoring.</p> <p>City Year Corp Members for 7th grade students</p>	<p>Small group, one-to-one</p>	<p>During 37.5 minutes after school all students who failed are required to attend, ELT is available three times per week inclusive of Saturday, During school</p>
Social Studies	<p>In class AIS materials</p> <p>CCLS Curriculum plus extra tutoring.</p> <p>iLearn platform</p> <p>City Year Corp Members for 7th grade students</p>	<p>Small group, one-to-one</p>	<p>During 37.5 minutes after school all students who failed are required to attend, ELT is available three times per week inclusive of Saturday, During school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor, Social Worker, Psychologist, PCM Associates, Partnership for Children, MRT Team, Cypress Hills Local Development Corp.advisory, "We Got Games" Anti-Bullying, City Year Corp Members</p>	<p>Small group, one on one</p>	<p>During school</p>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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 teachers are fully certified and ongoing opportunities for Professional Development and advancement are made available. New teachers are provided mentoring and inter-visitation is in evidence throughout the building.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

High quality professional development is ongoing and systematic and are provided the Network, CITE and Generation Ready to address classroom strategies for differentiation, meeting the Common Core and inquiry into student work. All teachers are keeping track of PD logs and administrators are holding them accountable. Teachers are also encouraged to access PD360 and pursue further quality PD on their own time.

**Professional Development Activity:
*Curriculum and Instruction***

Alignment to Common Core Learning Standards in ELA Mathematics, Science and Social Studies

Designing Coherent Instruction

- Instruction designed to engage students and advance them through content
- Help them identify and develop instructional materials appropriate to the learning needs of students
- How to use instructional grouping to support learning
- Design clear, sequential lessons and units

Student Support

Foster stronger connections between students and teacher

Data Driven Instruction

Using student assessment results to learn about student progress and effectiveness of instruction

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Funds are coordinated and integrated using a line item process in Galaxy to ensure accuracy and compliance with mandate. Compliance is overseen by the principal and her purchasing secretary and is coordinated with the cluster.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

n/a

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment

measures and the professional development provided regarding the use of assessment results to improve instruction.

The decision making process begins in the beginning of the school year with the administering of a benchmark assessment. The results are then analyzed and instruction is driven based on the individual needs of the students. Further assessments are selected and administered and the cycle of analyzing the data continues throughout the school year. Professional development is provided to support teachers with using various strategies to differentiate instruction based on the data.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 19	Borough Brooklyn	School Number 302
School Name Rafael Cordero y Molina		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lisa Linder	Assistant Principal Pierre Raymond
Coach Gladys Evans	Coach Isaac Wilson
ESL Teacher Yinhuan Wang	Guidance Counselor type here
Teacher/Subject Area Luz Guzman, Bilingual Math	Parent Tammy Cajigas
Teacher/Subject Area Maria Rivera, Native Language	Parent Coordinator Alicia Cortes
Related Service Provider Carmen martinez, Bil. SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	544	Total number of ELLs	97	ELLs as share of total student population (%)	17.83%
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Part II: 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>								20	41					61
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out								16	20					36
SELECT ONE														0
Total	0	0	0	0	0	0	0	36	61	0	0	0	0	97

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	97	Newcomers (ELLs receiving service 0-3 years)	65	ELL Students with Disabilities	18
SIFE	31	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	15

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	54			5			0			59
Dual Language										0
ESL	8		2	14		8	16		6	38
Total	62	0	2	19	0	8	16	0	6	97

Number of ELLs who have an alternate placement paraprofessional: 3

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								20	41					61
SELECT ONE														0
SELECT ONE														0
TOTAL	0	20	41	0	0	0	0	61						

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								11	18					29
Chinese														0
Russian														0
Bengali								3	1					4
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	0	15	20	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)								21	34					55

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)								7	20					27
Advanced (A)								5	10					15
Total	0	0	0	0	0	0	0	33	64	0	0	0	0	97

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	20	0	0	0	20
8	37	1	0	0	38
NYSAA Bilingual (SWD)					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									0
7	12	10	2	2	0	0	0	0	26
8	15	32	2	0	1	0	0	0	50
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	19	19	10	0				
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As the majority of our population are newcomers the preponderance of these students are at the beginning level as measured by the NYSESLAT. Since many students are SIFE, the majority fall into the 1st and second quartiles in the native language -- Spanish.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined nodality sets analysis has not been released by SED as of 12/13/13. 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.

4. For each program, answer the following:
 - a. 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?

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.

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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
We offer Native Language Arts (NLA) to our TBE students (the majority of our ELL population) and in the regular education classes bilingual glossaries and translators for exams are made available. Teachers use scaffolding techniques such as, building background, vocabulary, such as cognates and prior knowledge and adding context with visual aids and graphic organizers. Students are tested periodically in English and results are shared among TBE and ESL teachers. All content area conduct periodic testing in both languages to measure Language and content acquisition. In the TBE program, the continuum English to Spanish is observed and new English words are added to our student's vocabulary and usage in a variety of ways including, formal instruction, materials in both languages, the use of cognates, among others. Likewise, in the ESL program, native language supports are provided with glossaries.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
All students are held to the same high standards and even beginning ELL students are expected to show progress. AYP on the NYSESLAT is but one measure of success employed but progress on all formal assessments is gauged as well as class grades,

attendance and participation in after school activities.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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. All students with a home language of Spanish are given the Spanish LAB and the results are used to begin assessing the child's academic needs, including possible SIFE status. 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, Mr Raymond, and our certified Spanish bilingual pedagogues, Ms. Rivera, 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.
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.
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, Ms. Wang, are responsible for explaining the three programs offered and answering or addressing any questions or concerns the parents may have.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
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 coninuing 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.
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.

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. Parent choice is determined following an orientation, for NL Spanish -- which comprise the majority of our newcomer ELL population -- the default is a TBE program. At present, we have no parents whose preferences are not being honored as reflected on our most recent BEDC and BESIS survey. All parent choice decisions are reflected in the ELPC screen of ATS within ten days pursuant to DOE guidelines.

Placement letters are mailed promptly and copies are maintained in the ELL Coordinator's office. Continued entitlement letters are mailed and copies maintained as per above. Parents of continued entitlement students are offered the option of changing programs but are advised of the benefits of staying with one approach as set forth in the continued entitlement letter.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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. Badrinauth. 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. Students absent during any part of the NYSESLAT are retested during the retesting phase of the testing process, parents are notified of upcoming testing days to help ensure attendance.

6. 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.) 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. 

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. All ELL students receive ESL as a general education subject course.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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.

The Freestanding ESL program for ELLs in general education classes is on a pullout basis and is aligned with the ELA curriculum but with a much greater degree of scaffolding, native language support and small group instruction.

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)?

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 is the pull-out ELL teacher for students from mainstream classes.

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 foster language development and meet the demands of the Common Core Learning Standards.

Grade seven and eight students whose parents opt for bilingual instruction will be placed homogeneously utilizing NYSESLAT scores. New Students will be placed using the cut scores or the R-LAB. Students at the beginning and intermediate level (Bilingual Cohort A) will be placed in one class and those in the advanced level (Bilingual Cohort B) will be placed in another class. Bilingual cohort A will receive ESL instruction during the 90-minute literacy block, plus one period of ESL enrichment. Bilingual cohort B will receive ELA/ESL during this block. There is one seventh grade bilingual classes and two eighth grade bilingual classes. With regard to the continuum of Spanish to English in math, science and social studies classes, we are employing the mandated NYC DOE 60 to 40 ratio with the beginning 8th grade class closer to the Spanish side of the scale and the advanced being close to entirely in English, with Materials available in Spanish and other native language supports in both

classes. In the single seventh grade class a differentiated approach is employed with the children receiving more native language support as needed and all materials available in Spanish.

Mr. Wilson is the ESL teacher for all bilingual classes. Ms. Wang is the ESL teacher for the pullout ESL program. ESL is aligned to the CCLS and the general education curriculum. ESL pullout students are following the curriculum and are receiving support for content area curriculum by attending shared preps with content area teacher, particularly ELA and by utilizing data from across the spectrum.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. All content area textbooks are available in both English and Spanish for students in bilingual classes. Assessments are given throughout the year in Spanish, as well, as well, all ELLs in the bilingual program have access to Achieve 3000 in Spanish. All ELLs have the option of taking all official tests in the native language, if available, and to have a translator if not.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

Year 4-6 and LTE's are analyzed on a case basis with intervention strategies ranging from after-school programs, including Title III and SES to resource periods and counseling services provided where appropriate. LTEs are occasionally encouraged to transfer to a mainstream setting in consultation with the parent and guidance where appropriate. Other interventions for LTEs include evaluation for behavioral or learning disabilities with an emphasis on intervention which may include resource. Specific instruction in NYSESLAT test preparation is offered and IS 302 has recently hired a full time Academic Intervention Specialist who, after the ELA test, will assist LTEs exclusively with preparation for the NYSESLAT using test prep materials previously purchased. As of know, 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.

Transitioning (former ELLs) who have achieved a level of 'proficient' on the NYSESLAT are supported in their transition by allowing to remain in a bilingual class, if that is the parent's choice for up to one year and a half -- as per DOE guidelines -- and those transitioning to general ed classrooms are given native language support and testing modifications for one year.

7. 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?

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. The Achieve 3000 program also includes a level set test and a grade lexile level is set and all materials, which are age appropriate are set to the individual child's grade level. 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.

The ESL teacher of those students in a self contained setting calls in a first attend date and receives a confirmation number. The needs of ELL students who have an IEP are represented at yearly reviews and triennial meetings. The IEP teacher coordinates with the ELL COordinator to ensure all ELL SWD's receive appropriate service and first attend dates are monitored by the cluster. The ESL teacher consults the IEP for appropriate grade level material.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWD students are serviced using a licensed ESL teacher in the role of a related service provider. We also offer bilingual SETTTS for one-to-one academic intervention. All SWD students are programmed for the same non core content classes as all regular education classes, as are bilingual classes. ELL SWD's are placed in CTT classes only on the recommendation of the IEP planning review, if it is decided to be in the best nterest of the child's academic and socio-emotional development and well being.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

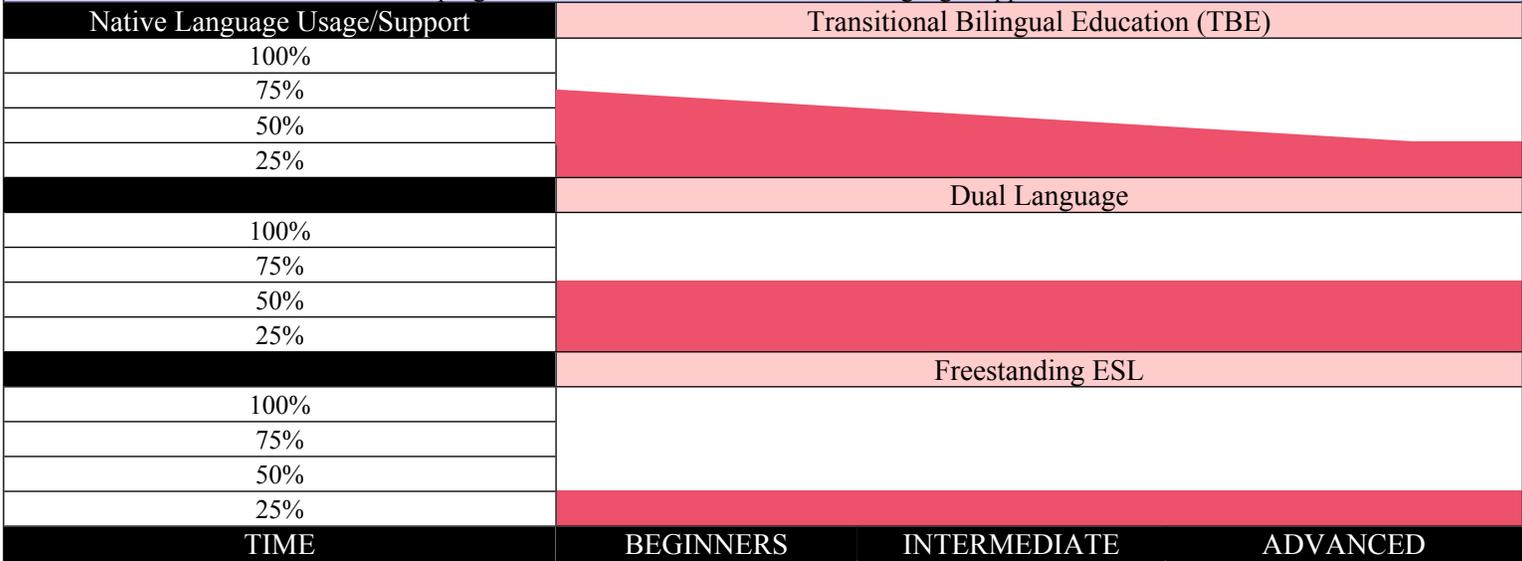
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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 Tuesday and Wednesday 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

IS 302 is using CMP-3 for math and materials and periodic testing are offered in Spanish for the bilingual classes and dat is reviewed with each unit -- roughly every two months. Periodic assessments for science are also given in the native language and are reviewed quarterly.

11. What new programs or improvements will be considered for the upcoming school year?

N/A

12. What programs/services for ELLs will be discontinued and why?

N/A:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are encouraged to participate in the great variety of extracurricular activities at IS 302. All permission slips are printed in English and Spanish (our majority second language) and in other languages guided by parental preference reflected on the HLIS. 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. Representation of all ELL's in programs other than those designed specifically for them is proportional to their ratio of the school population.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All Ells have access to laptops and Ipads to access Achieve 3000, which also features the same material available in full Spanish mode. Content course material is provided in Spanish for the bilingual classes and audio-visual material in Spanish for science was purchased from Visual Learning Company with funds from the SIFE grant.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

As stated textbooks are available in Spanish in the TBE and glossaries are available in regular education classrooms. Achieve 3000 is also available in Spanish. ESL classes use Code X with scaffolded support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services are age and grade appropriate. For example, Achieve 3000 articles are modified to each student's Lexile level. Material in ESL classes is presented in a way that is scaffolded in that it elicits prior knowledge, is contextualized and chunked into comprehensible input. Graphic organizers and discussion is utilized with multiple entry points for various levels of proficiency.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In addition to parent orientation we offer ELL parent ESL classes and counseling in a variety of settings. We also feature a bilingual Spanish Guidance Counselor and Parent Coordinator.

18. What language electives are offered to ELLs?

ELLs in regular education classes can take Spanish as a foreign language and all ELLs can take sign language as an elective.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-4: PD is for teachers of ELL's is conducted weekly during a common prep and during the SBO 37 1/2 minute PD day. Both are on every Thursday school is in session, an agenda, sign in and minutes are available. Topics are centered round teaching common core and how best to support ELL's, including the use of routines, such as sentence frames, vocabulary support, RAPS to rephrase questions and cite evidence from the text. 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 counselors, 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. Transitioning ELL's, as stated are provided with modifications available to current ELL's and are allowed to remain in the bilingual class for 1.5 years pursuant to DOE and SED guidelines. 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 Instruction Observation Protocol by the ESL coordinator and turnout was exceptional, with 45 teachers receiving training in this valuable development resource for scaffolding and differentiation good toward satisfying the 7.5 hour requirement. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Rafael Cordero y Molina

School DBN: 19K302

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Linder	Principal		1/28/14
Pierre Raymond	Assistant Principal		1/28/14
Alicia Cortes	Parent Coordinator		1/28/14
Yinhuan Wang	ESL Teacher		1/28/14
Tammy Cajigas	Parent		1/28/14
Jennifer Coady	Teacher/Subject Area		1/28/14
	Teacher/Subject Area		1/1/01
Dr. Gladys Evans	Coach		1/28/14
	Coach		1/1/01
Maria Lucas	Guidance Counselor		1/28/14
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network:

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

Part A: Needs Assessment Findings

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

Upon intake, all parents are asked to fill out the HLIS form and are asked in what language they wish to use to correspond with the school. For the majority of our ELL students of Spanish native language origins, we employ a bilingual Spanish PC and a staff of bilingual teachers. All correspondence not already covered by OELL native templates are submitted to the Translation Services Unit.

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.

As stated with 6 exceptions our ELL, former ELL and other than English home language students are of Spanish home language origins and we have a bilingual program to service these students. All these details, including the Home Language aggregate are spelled out in the LAP portion of the CEP. All teachers are offered mandatory TESOL training and our PC is up to date with the latest data, protocol and compliance matters as assured by the administration through the ELL Coordinator.

Part B: Strategies and Activities

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

Translation services include routine correspondence, ELL compliance letters and individual translators for the content area examinations, where a copy in the child's native language is not available.

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 translation in languages other than Spanish are provided by volunteers unless unavailable and an outside contractor is hired out of the schools translation and interpretation budget.

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>.



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
Title III supplemental services for ELLs 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:
Professional Development 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:
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments:
Budget	<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:		