



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

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

School Name: **RAFAEL CORDERO Y MOLINA**

Principal: **TANYA BRYANT**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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Section 1: School Information Page

School Information

School Name: Rafael Cordero Y Molina J.H.S. 302 School Number (DBN): 19K302
School Level: Middle School Grades Served: 8th
School Address: 350 Linwood street
Phone Number: 718-647-9500 Fax: 718 827-3294
School Contact Person: Tanya Bryant Email Address: TBryant4@schools.nyc.gov
Principal: Tanya Bryant
UFT Chapter Leader: Oral Brady
Parents' Association President: Erica Perez
SLT Chairperson: Ikenna Agbim
Student Representative(s): _____

District Information

District: 19K Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Room 205, Brooklyn, NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718- 240-2700 Fax: 718-240-2751

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 211 Network Leader: Jean McKeon

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tanya Bryant	*Principal or Designee	
Oral Brady	*UFT Chapter Leader or Designee	
Erica Perez	*PA/PTA President or Designated Co-President	
Cynthia Badiat	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lourdez Guzman	Member/Parent	
Ibis Rivera	Member/Parent	
Isaac Wilson	Member/Staff	
Ikenna Agbim	Member/Chair, Staff	
Doris Tejada	Member/Parent	
Keisha Williams	Member/Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students who are found to be at-risk due to overage, previously retained, our long term ELL's, SWD and students who are at risk of failing based on past performance, poor performance on formal assessments and classwork, homework and projects. In addition all those students who scored a level 1 or 2 on the 2013-2014 state exam	We will be using Achieve 3000 Internet based literacy program, My On reading program, provide remedial instruction, CCLS Code X plus extra tutoring and in class AIS materials	Small group, one-to – one, and full class inclusion.	During the day, after school
Mathematics	Students who are found to be at-risk due to overage, previously retained, our long term ELL's, SWD and students who are at risk of failing based on past performance, poor performance on formal assessments and classwork, homework and projects. In addition all those students who scored a level 1 or 2 on the 2013-2014 state exam	CCLS CMP-3 plus extra tutoring In class AIS materials iLearn platform	Small group, one-to-one, and full inclusion	During the school day after school
Science	Students who are found to be at-risk due to overage, previously retained,	In class AIS materials iLearn platform Common Core Aligned Curriculum	Small group, one-to-one, and full inclusion	During the school day

	our long term ELL's, SWD and students who are at risk of failing based on past performance, poor performance on formal assessments and classwork, homework and projects.	plus extra tutoring.		
Social Studies	Students who are found to be at-risk due to overage, previously retained, our long term ELL's, SWD and students who are at risk of failing based on past performance, poor performance on formal assessments and classwork, homework and projects.	In class AIS materials CCLS Curriculum plus extra tutoring. iLearn platform	Small group, one-to-one, and full inclusion`	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that have shown a pattern of behavior issues within the school. Students that have been referred by staff and parents.	Counseling sessions, character education sessions, life skill sessions.	Small groups, one-to-one, full class inclusion.	During the school day

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

As Recommended in the SIG plan, by June 2015, students participating in Extended Learning will demonstrate improvement in their core classes, as measured by a 3% increase of student scoring at or above proficiency as measured by the 2015 NYS ELA and math exams.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

Students who are found to be at-risk due to overage, previously retained, long term ELL’s, SWD and students who are at risk of failing based on past performance, poor performance on formal assessments and classwork, homework and projects. In addition all those students who scored a level 1 or 2 on the 2013-2014 state exam

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

- The school review indicated that J.H.S.302 has what is essential to support all students but needs help to focus on the students in most need, including holdovers, LTEs, absentees and behavior problems. Our ELT program will provide 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 higher achieving 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. Our School Leadership Team, along with the administration, SIG Coordinator and counseling support providers identify those at risk so the Academic Intervention Program can provide these children with the help they need to prevent them from falling further behind. At the same time, mentors and crisis counselors from vendor partners intervene to help the OAPR and LTE students develop

strategies for success, 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.

- Teachers will work with their own classroom students and include SWD and ELL. 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 regent’s instruction for science. ELL students and previously retained students are the particular focus , therefore, emphasis will be on motivating and supporting through small group instruction. These strategies will be used to meet their individual needs for positive reinforcement and changing attitudes toward the school environment by encouraging self-esteem.
- We believe incentives for learning, such as hands-on, technology, arts and sports 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. Counseling will be given in the form of a big brother/sister mentoring role that will help our students develop better life skills and to make better decisions.
- Saturday Academic Intervention Program: 4.5 hrs. per session, for 26 sessions (starting the second week of December, ending the first 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. The Afterschool Academic Intervention Program: 2 hrs. per session, twice per week for 58 sessions (starting the second week of December, ending the first week of May) will feature intensive one-to-one tutoring with classroom teachers of identified students and include more rigorous Common Core standards. One-to -one will improve grades and self-esteem by providing more intensive, individualized support. The Title III and SIFE Grant will be held Tuesday and Wednesday, for two hours per day afterschool, using technology resources to provide an incentive for learning using Achieve 3000 and Destination Math. Technology will increase motivation and student engagement. 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. Several students are receiving additional support to increase their ability to pass the Earth Science Regents exam. Additional enrichment programs will consist of drumming, dance, sign language alongside the core subjects.
- Our instructional team consists of certified NYS teachers who will teach in the following areas: Saturday Academic Intervention Program per session hours: 6 teachers, 1 social worker, 1 coordinator, 1 para-educator, 1 school aide, 1 supervisor. Afterschool Academic Intervention Program per session hours: 6 teachers, 1 social worker, 1 coordinator, 1 para-educator, 1 school aide. Title III / SIFE per session hours : 5 teachers, 1 para. We will have an additional 3 teachers along with BEACON staff.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

Parent outreach, counseling and mentors provided through the SIG and SIFE grants will be utilized to ensure participation. Teacher and school staff will continuously encourage students to participate in all ELT programs.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and 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. J.H.S.302 is responsible for building permits, snacks and plant maintenance paid for out of operating funds.

- 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, will work with the Guidance Department to conduct parent outreach and to coordinate activities that are educationally enriching.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The human resources needed for the program consist of Saturday Academic Intervention Program per session hours: 6 teachers, 1 social worker, 1 coordinator, 1 para-educator, 1 school aide, 1 supervisor. Afterschool Academic Intervention Program per session hours: 6 teachers, 1 social worker, 1 coordinator, 1 para-educator, 1 school aide. Title III / SIFE per session hours: 5 teachers, 1 para. We will have an additional 3 teachers along with BEACON staff. Instructional resources consist of technology, common core curricula resources and other instructional materials.

Part 3c. Timeline for implementation and completion, including start and end dates.

The programs will start the second week of December 2014 and continue through June 2015.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SIFE grant

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students participating in Extended Learning will demonstrate improvement in their core classes as evidence by a 5% increase in pass rates on teacher created exams as compared to September 2014.

Part 5b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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 is provided by the Network, CITE and Generation Ready to address classroom strategies for differentiation, meeting the Common Core and inquiry into student work. All teachers track PD through logs and administrators are holding them accountable. Teachers meet in their professional learning communities each Monday for 90 minutes to participate in activities which promote student learning and teacher effectiveness. These include sessions on differentiation, conferencing and identifying markers of success, analyzing student work, unit and curriculum mapping, engaging students in learning, designing coherent instruction, lesson planning, creating environment conducive to learning, educative assessment and making the data come alive.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 modified 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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$445,731	X	12
Title I School Improvement 1003(a)	Federal	\$494,490	X	12
Title I Priority and Focus School Improvement Funds	Federal	\$113,974	X	12
Title II, Part A	Federal			
Title III, Part A	Federal	\$12,708	X	12
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,609,859	X	12

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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 the school. **Rafael Cordero Y Molina, J.H.S.302**, 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 the school and the families. The 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 the school community.

[Rafael Cordero Y Molina] 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

Rafael Cordero Y Molina, J.H.S. 302, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Rafael Cordero y Molina JHS 30	DBN: 19K302
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>44</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As a phase out school, year three, in the final year of our tenure, limited resources of both staffing and our physical plant, have necessitated our offering only a single Grade bilingual class. For this reason and added to the fact that no further SIFE funds will be forthcoming, we must maximize the impact of our Title III efforts. We also have a small number -- fifteen -- of Freestanding ESL, the preponderance of students whom are special needs. Since students are at a variety of English levels and many are SIFE, we are focusing on providing as much one-to-one and small group instruction as possible. Given our population and our staff, we do have the luxury of providing a great deal of Spanish native language support. The majority of students are in the bilingual class and several SIFE students are attending, including one student who recently was transferred from the bilingual classto a 12:1 setting following a recent evaluation for learning disabilities.

Students are placed in two groups of twelve students after school on Wednesdays and Thursdays from 2:35 PM to 4:35 PM. The program will last for 26 weeks of approximately 50 sessions. We have hired one bilingual math teacher, one ESL/ELA teacher and one bilingual special needs teacher to work one-to-one with SIFE students. All staff are fully certified and bilingual Spanish. There is a supervisor on site but he is responsible for another program, 21st Century. Mr. Wilson, the ELL Coordinator will handle the day-to-day administration of the program.

The first 20 minutes are devoted to independent reading primarily using Myon, an Internet based literacy program where students can choose books according to their own interest and at a slightly higher lexile level in both the native language and English. Lexiles are determined by a pretest and ongoing assessments, including assessments for each book completed. Myon was purchased through general school funds and is available school-wide. Some students are given the option to read and Spanish, as well as English, and everyone is expected to take the quiz for each book completed. Students will also respond to what they have read in their reading logs. Following independent reading, students are prepared for Math or ESL instruction.

The groups separate and one group is given math instruction in English with native language Spanish support. Math instruction follows and expands upon work being done in the class and allows for more opportunities for students to work at their own pace with access to one-to-one teacher support. Students will keep track of skills and concepts mastered in their math journals, which will include a narrative of what they have learned, questions they want to address and goals for future learning. Results of ongoing periodic assessment will also be used to differentiate instruction and so that students will have the opportunity to reflect upon their strengths and weaknesses and reassess their goals. Students will work in the math block for 45 minutes and will then switch to ESL.

ESL will address common core skill areas with a focus primarily on reading of informational text and responding to text by citing it in their writing. Various common core literacy skills will be addressed with particular attention to be paid to academic goal setting and improvement in areas of weakness, as with the math block. Also, native language support will be provided to connect what bilingual students are learning in the NLA classroom. Whole and small group discussion will be a key component to address

Part B: Direct Instruction Supplemental Program Information

core competencies in listening and speaking. Lessons will be scaffolded to provide context, vocabulary and prior knowledge support.

SIFE students are being conferenced with to focus on remedial skills lacking in either language, such as, decoding of text, verbal fluency and speaking and listening skills, as well as, issues relating to social and academic integration into the school community.

Part C: Professional Development

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

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

Begin description here: The staff's readiness, knowledge and preparation is integral to the success of this program and all our ELL students in general, in both the bilingual class and the freestanding ESL program. Our professional development program for Title III is geared toward the academic needs of our students. Based on our diagnostic tests we have determined that, while making significant progress during their time here on both the NYSITELL and the ELA and math exams, face a significant achievement gap with their native language English peers, which is to be expected. However, many of our students are SIFE and come to us with profound deficits in their native language Spanish academic background, which make all teachers of ELL's -- in effect: all teachers -- vitally important in the educational progress of these students.

Given that our population in the freestanding ESL program are predominantly Special needs as well, we are particularly cognizant of the need for all teachers, paraprofessionals and related service providers are pulling in the same direction. Although there are few ELL's in the regular education, we would not them to be lost in the crowd, so to speak, and must be aware of the challenges and strengths these students bring to the table. To this end, for the good of all students, all staff will be receiving PD geared to the teaching of ELL's, , not only because it is the right thing to do but further, that it is no coincidentally good pedagogy for all students. Strategies for teaching and learning, such as scaffolded instruction, prior knowledge, cooperative learning and focus on word study among others offer all students opportunities to engage in a rigorous and meaningful way that will lead success in rising to the expectations offered by the common core learning standards.

Additional PD services to our staff PD Mondays to be provided by the ELL Coordinator using SIOP training on scaffolding and language instruction to include outside partners Generation Ready and CITE on additional days to support Title III staff and special needs staff.

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 meet in their professional learning community each Monday for 90 minutes to participate in activities which promote student learning and teacher effectiveness. These include workshops on differentiation, conferencing and identifying markers of success, analyzing

Part C: Professional Development

student work, unit and curriculum mapping, engaging students in learning, designing coherent instruction, lesson planning, creating environment conducive to learning, educative assessment, and making the data come alive.

Staff members are offered the opportunity to attend PD sessions sponsored by the network and DELLS, such as the ongoing ELL PD SIOP sessions.

The Professional Development Schedule is as follows:

September

September 8, 2014 Assessment and Inventory of Resources

September 15, 2014 MOTP Briefing

September 22, 2014 The Use of Technology in the Classroom

September 23, 2014 Danielson Framework & Snapshot

October

October 6, 2014 Enhancing Questioning in the classroom

October 13, 2014 Curriculum Units

October 20, 2014 Differentiation

October 27, 2014 Tracking Students Progress through Conferencing

November

November 3, 2014 Star Classroom

November 4, 2014 Educative Assessment

November 10, 2014 How We Can Make Data Come Alive

November 17, 2014 Goal Setting and Ethics

November 18, 2014 Student Attributes

November 25, 2014 Crime Prevention

December

December 1, 2014 Planning

December 8, 2014 Questioning and Discussion Techniques

December 15, 2014 Google docs for teachers sharing amongst teachers

December 22, 2014 Differentiation

January :

January 5, 2015 Google docs for students

January 12, 2015 Discussion techniques in the classroom

January 26, 2015 Planning and making it work

February

February 2, 2015 Curriculum Updates

February 9, 2015 Giving Feedback to students

February 23, 2015 Planning and making it work

March

March 2, 2015 Curriculum Updates

March 9, 2015 Assessments

March 16, 2015 Supporting students with studying techniques

Part C: Professional Development

March 23, 2015 Writing higher level questions
March 30, 2015 Monitoring of student learning

April

April 13, 2015 Instructional materials and resources
April 20, 2015 Curriculum Updates
April 27, 2015 Working with ELL students

May

May 4, 2015 Data reviews
May 11, 2015 Questioning and discussion in class
May 18, 2015 Curriculum Updates

June

June 1, 2015 End of year projects
June 8, 2015 Closing up
June 22, 2015 Final

Part D: Parental Engagement Activities

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

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

Begin description here: T

Begin description here: The parental engagement activities targeted towards parents of ELLs that will impact higher achievement for ELLs is diverse, robust, essential, and include the following vital components:

- The hosting of parents at a variety of school functions in celebration of student achievement.
- The augmentation of parental language skills that will be brought to bear on student achievement by means of the utilization of Rosetta Stone and websites catered to English Language Learners accessible from home.
- The Continuing Education classes, conducted by our resident Bilingual Parent Coordinator (Ms. Alicia Cortez), that greatly impacts the ability of parents to stay abreast with and assist with student work. The classes themselves adhere to the basic tenets of a sound ESL class, replete with the direct tutoring of parents beginning with demystifying the professional jargon often used by teachers in communication with parents, and then extends to workshops in parenting, 12 sessions of nutrition by Cornell University, scrapbooking, etc.

The schedule will last for the duration of the school year and some workshop topics include the following:

Part D: Parental Engagement Activities

- October—Scrapbooking
- November—Jewelry Making
- December –Arts & Crafts
- January—Professional Prep (Resume writing)
- February—Single Parenting
- March—Cyber Safety
- April—Managing Conflict and Anger
- May--TBA
- June--TBA

Additional topics to be covered will include awareness of CCSS, requirements for graduation, celebration of student work, and student awards.

The collaborative effort with CBOs is extensive: The organizations and specific functions include A) Beacon Family Place, which has a pantry, counseling, and social workers--many of the parents referred are living under extreme conditions. They are often undocumented, living below the poverty line, and in desperate need of additional assistance; B)Beacon, which provides exercise programs for parents and their children; C) 21st Century provides some of the aforementioned parenting workshops.

IS 302 will be the provider of all parent engagement activities.

Parents will be notified via, phone, email and letters through previously established methods. All activities will have translation and interpretation services available for parents and family members when needed

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	54			5			0			59
Dual Language										0
ESL	8		2	14		8	16		6	38

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	62	0	2	19	0	8	16	0	6	97
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								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	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
Intermediate(I)								7	20					27
Advanced (A)								5	10					15
Total	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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	19	19	10	0				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 continuing entitlement letters and maintaining copies on file, as well as placement letters and maintaining records associated to monitor and ensure strict compliance. All ELL letters are sent to the home in the native language and bilingual staff are available to answer questions. Letters that are returned are kept on file and checked off by Mr. Wilson as he receives them, with follow up by phone and, as stated, during regularly scheduled parent gatherings, such as, Parent teacher conferences and curriculum nights, etc. The translation unit is called upon when necessary to offer services in the native language.
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 Licenced 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 homogenously utilizing NYSESLAT scores. New Students will be placed using the cut scores or the R-LAB. Students at the beginning and intermediate level (Bilingual Cohort A) will be placed in one class and those in the advanced level (Bilingual Cohort B) will be placed in another class. Bilingual cohort A will receive ESL instruction during the 90-minute literacy block, plus one period of ESL enrichment. Bilingual cohort B will receive ELA/ESL during this block. There 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 now, the AIS is working with students who took the ELA test for the first time last year and received a level 1 -- comprising the largest segment of our ELA level 1 students. LTEs will also be enrolled in the Saturday credit recovery program to allow them to make up work and pass their classes as we have found a correlation between LTE status and poor grades.

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

SETTS 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 interest 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

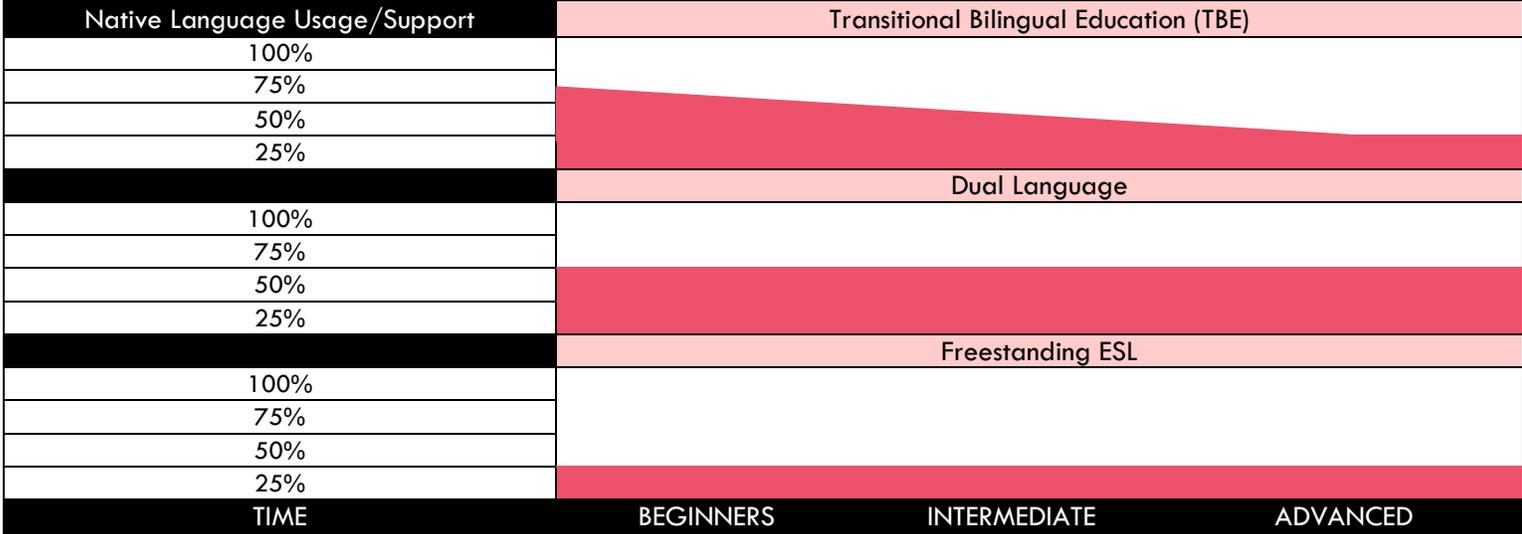
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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 that 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 counseloras, psychologists, occupational, speech and physical therapists, and secretaries and parent coordinators. Teachers have already received orientation and initial training and are currently being scheduled for refresher and expanded sophistication with the technology, standards and literacy components of the program. Since Achieve is an interactive program and encourages one-to-one teacher/student interaction, our teachers will be well versed to assist their students to advance at a brisk pace while addressing specific needs related to instantaneous feedback that is built in to the system. 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 of new to the country ELL's are provided with language appropriate information about their rights and the educational opportunities available to their children and invited to attend a parent orientation. Parent orientations take place throughout the year and are held both during the day and in the evening. Refreshments are served, parents are introduced to the Parent and ESL Coordinators, view a video for parents of ELL's and given assistance in filling out their program choice forms. Parents have the option of the ESL pull-out Program or the bilingual Spanish program, parents of other language backgrounds are made aware of the transfer option.

Parents are offered ESL, citizenship and technology (through the SIFE grant) classes with the Parent Coordinator. Our local CBO , CHENY-Beacon offers many opportunities to parents, many in Spanish and other after school activities for ELL children. Parents of ELL's are kept informed and apprised of the opportunities available especially to them. The SIFE program also employs a bilingual social worker among whose duties include, parental outreach to aid their newcomer children in the academic and social integration into the school community. This year, for example, we are offering a ballroom dance workshop for our ELL parent group, so that the parents and their children can share an activity that is highly motivating for both.

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

Our parent coordinator conducts outreach through community building activities, in addition to her ESL classes, such as, coat drives, breast cancer walk-a-thons, trips and other enrichment activities. The Parent Coordinator's office is now situated next to the Main Office and all newcomer parents are directed to her for consultation about ways to get involved in the school community. The PC also works closely with the PTA and assists them in their efforts to provide all parents with a place to interact with the school community. The PC acts as a liason 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>.