



KINGSBOROUGH EARLY COLLEGE SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: KINGSBOROUGH EARLY COLLEGE SCHOOL
ADDRESS: 2630 BENSON AVENUE
TELEPHONE: 718-333-7850
FAX: 718-333-7875

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332100011468 **SCHOOL NAME:** Kingsborough Early College School

SCHOOL ADDRESS: 2630 BENSON AVENUE, BROOKLYN, NY, 11214

SCHOOL TELEPHONE: 718-333-7850 **FAX:** 718-333-7875

SCHOOL CONTACT PERSON: CONNIE HAMILTON **EMAIL ADDRESS** chamilt7@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: MEGAN HANNAFEY

PRINCIPAL: CONNIE HAMILTON

UFT CHAPTER LEADER: CHRISTOPHER VERDONE

PARENTS' ASSOCIATION PRESIDENT: INGA ZHILO

STUDENT REPRESENTATIVE:
(Required for high schools) LEARA MARSHALL

DISTRICT AND NETWORK INFORMATION

DISTRICT: 21 **CHILDREN FIRST NETWORK (CFN):** City University of New York Center for School Support and Success

NETWORK LEADER: Cass Conrad/Enid Serrano

SUPERINTENDENT: AIMEE HOROWITZ

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Connie Hamilton	Principal	Electronic Signature Approved.
Tracee Murren	CSA - Council of School Admin	Electronic Signature Approved.
Megan Hannafey	UFT Member	Electronic Signature Approved.
Inga Zhilo	Parent	Electronic Signature Approved.
Natasha Delbe	UFT Member	Electronic Signature Approved.
Christopher Verdone	UFT Chapter Leader	Electronic Signature Approved.
Nesikah Watkins	Parent	Electronic Signature Approved.
Leara Marshall	Student Representative	Electronic Signature Approved.
Ilona Dobrysh	Parent	Electronic Signature Approved.
Marcel Monroe	Parent	Electronic Signature Approved.
Sandi Flemming	Parent	Electronic Signature Approved.
Sarah Kaplan	UFT Member	Electronic Signature Approved.
Enid Roman	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Kingsborough Early College Secondary School is a school where all children can and will learn. Our school bridges the gap between middle school, high school, and college, and thus makes both high school and college more accessible, attainable, and affordable for our student body.

KECSS is partnered with the Early College Initiative at The City University of New York (CUNY) and Kingsborough Community College. These partnerships have been instrumental in our efforts thus far to create multiple rigorous content based college-preparatory curricula which is of great important to us as through our involvement with ECI, all of our students will be afforded the opportunity to earn up to two years of college credit while still attending high school. There are no admission exams for KECSS and students of all abilities are encouraged to apply to our public lottery. Our selection process is designed to create a student body whose demographic is reflective of the neighborhood in which our school is located

KECSS moves to create a college ready student population by offering programs that blur the lines that have traditionally existed between middle school, high school and college. Students have been inspired to stretch themselves intellectually and to recognize their own inner strengths. Faculty members have gained better understanding of their subjects and the art and craft of teaching by collaborating with colleagues who teach at the middle school, high school and college levels.

We have established a positive tone, culture and community at Kingsborough Early College Secondary School as a result of the special initiatives our school community has spearheaded. The most successful of these initiatives include an Advisory Curriculum custom tailored to meet the needs of our population and our School-wide Enrichment Clusters, a program based on the School-wide Enrichment Model created by Joseph Renzulli.

An Advisory consultant was hired to collaborate with our staff to write a curriculum that specifically addressed our school philosophy and would support our KECSS Honor Code, as KECSS is an acronym that stands not only for Kingsborough Early College Secondary School, but also Kindness, Enthusiasm, Compassion, Self – Motivation and Sincerity. As a result, our students are exposed to strategies that address the development of these traits and social skills appropriate for early adolescents as they participate in well-structured but flexible student-centered activities.

Our implementation of the School-wide Enrichment Model has also been a tremendous success. Children from all academic and social readiness levels have flourished through their participation in this program. It involves hands-on learning, first-hand investigations, and the application of knowledge and thinking skills to complex real-world problems. This model has proven successful in addressing the needs of students who have been under-challenged in the past while simultaneously and providing additional learning paths for students performing on other academic and/or social readiness levels.

The Kingsborough Early College Secondary School aims to nurture the emotional and intellectual development of every student to ensure they grow into strong, successful, self-confident young adults who can contribute meaningfully to their families and communities.

□

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Kingsborough Early College School								
District:	21	DBN #:	21K468	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.5	94	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		99.4	99.56	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	87	86	84	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	78	81	86		63.1	69.1	80.6		
Grade 8	0	71	78						
Grade 9	0	0	79	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	6	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	165	238	327	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					5	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	9	35	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	7	16	Superintendent Suspensions	8	5	TBD		
Number all others	15	16	24						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	9	12	9	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	12	14	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	3	4	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	28.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	33.3	50	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	75	71	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	90	100	TBD
Black or African American	21.8	26.5	28.7				
Hispanic or Latino	21.2	20.2	19.3				
Asian or Native Hawaiian/Other Pacific Isl.	6.7	7.1	6.7				
White	50.3	46.2	44.6				
Multi-racial							
Male	46.1	47.5	54.7				
Female	53.9	52.5	45.3				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			
Math:				Math:			
Science:				Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	72.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

Achievements and accomplishments

- 100% of students are participating in Academic Intervention programs that target their individual needs
- Over 70% of students at KECSS are reading at or above grade level as evidenced by the GRADE Reading Assessment
- 30% of students reading 2 or more years below grade level, increased their reading level by at least one grade equivalency as evidenced by the WRAP Assessment
- KECSS teachers have utilized data obtained from ARIS and ACUITY to create meaningful learning goals for their students
- has made exemplary proficiency gains in SETTS English Language Arts
- KECSS has made exemplary proficiency gains in Lowest Third Mathematics
- KECSS has made exemplary proficiency gains in CTT Mathematics
- KECSS has made exemplary proficiency gains in SETTS Mathematics
- 90% of students in KECSS are on track for graduation on time
- 92% of students passed the Living Environment Regents with a score of 65% or higher
- 97% of students passed the United States History Regents with a score of 65% or higher
- 95% of students passed the Integrated Algebra Regents with a score of 65% or higher

At KECSS we have successfully implemented inquiry and project based learning developed through the School-wide Enrichment Model. Through this model, we have:

- Accelerated students and used differentiated methods to enhance learning in various content area classes as measured by data analysis and teacher observation
- Continued implementation of curriculum compacting for students who have mastered present skills
- Increased collaboration between KECSS staff and college faculty
- Created positive student, teacher and parent interaction through SEM programming for students
- Created Town Hall assemblies to present authentic products for an authentic audience

At KECSS we have successfully used data to inform instruction, differentiate student learning and monitor student progress

The KECSS Inquiry Team efficiently disseminated qualitative and quantitative student data which allowed teachers to modify their curriculum and create individual goals for at risk and accelerated students. The school not only used data made available from the State but also developed its own systems in order to identify and provide for immediate interventions. The principal and her staff established an ongoing system of reviewing and analyzing data such as GRADE, ACUITY, ATLAS, ARIS, NYS ELA, NYS Math, Case Studies, Advisory records, teacher conferences/observations/anecdotes, skill binders, attendance/cutting reports, surveys, spelling inventories, portfolios, Snapgrades progress reports/report cards and any other relevant information about the child to inform decisions about the effectiveness of our practices and programs.

We have also scheduled time for teachers to meet for common planning on grade levels and in content groups.

At these meetings “kid talk” has become a systematic approach to using data to identify the needs of all students and to develop effective plans to address their needs. KECSS used this practice for all students and not just those at risk and will continue to refine this process by identifying what further resources and supports the staff needs to totally integrate the systematic use of data to increase student outcomes.

The principal has brought greater focus to the gathering and analyzing of data by providing exceptional professional development opportunities to ensure that the staff is knowledgeable and involved in looking at and using data to inform instruction. A comprehensive Data Binder was created for each staff member in the building and it has been updated with the aforementioned data throughout the school year. This Data Binder was used during ongoing “kid talk” meetings so that each teacher could gain a secure understanding of what each student knew and was able to do. As a result of these meetings, supports for the students were put into place that were both monitored and re-evaluated regularly.

In call content classes teachers set unit benchmarks that align with state standards. Students will set individual learning goals based on benchmarks that they have not met.

The on-going use of these initiatives has resulted in a grade of B on the NYC Progress Report.

Barriers to success

- Budget cuts have resulted in less per session activities which directly affect AIS after school and Saturday Programs for students performing in the lowest third on our Progress Report
- Not enough Parent Involvement regarding support in their child’s academic, social and emotional success
- Currently we are housed in the Lafayette Educational Complex and with five other schools also housed in that complex we do not have enough space on our floor for creative planning

Performance Trends

Parents, students and teachers generally have a favorable opinion of the academic program at KECSS as evidenced by the results of the Learning Environment Survey. This is in part due the gains made on the New York State Assessments with our Lowest Third and Special Education Populations in ELA and Mathematics. Likewise, this type of success is reflected in our assessments statistics for the High School students as well; at least 92% of students who sit for NYS Regents Examinations pass with a score of 65% or better.

Conversely there seems to a decrease in student performance in the 6th Grade in ELA. This situation is further compounded by the fact that historically the students who comprise our academically accelerated population have not made gains on the NYS ELA Assessments.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2011 85% (21/25) of core content teachers will utilize the Benchmarking/Learning Goal Template, which evidences student mastery of specific benchmarks aligned to NYS standards	<input type="checkbox"/> The Benchmarking/Learning Goal Template is a template that teachers and students use to monitor student progress throughout each unit. Teachers create, record and post benchmarks that align to state standards for each unit. Students use formative and summative assessments to monitor their progress; they then set goals based on areas of weakness
By June 2011, 85% of students (68/85) in 8th grade will create a writing portfolio that demonstrates proficiency on a New York State Standards Based English Language Arts Rubric for each of the 5 genre pieces required for their writing portfolio.	<input type="checkbox"/> In 8th grade students will create a writing portfolio that demonstrates proficiency on each of the 5 genre pieces required for their writing portfolio. Proficiency is evidenced by a 3 out of 5 or higher on a five point New York State Standards Based Rubric
By June 2011, 70% of students (50/77) taking the New York State Earth Science Regents will pass this assessment with a score of 65 or higher	<input type="checkbox"/> Since this is our first administration of the Earth Science Regents, our science department has created a curriculum that is designed to ensure all students achieve mastery. The Earth Science curriculum is aligned to state standards and uses a combination of lecture, hands-on activities and laboratory course work to prepare our students to obtain a score of 65% or higher on the 2011 Earth Science Regents
By June 2011, 30% (15/30) of the students who did not meet the city's attendance standard of 90% , will meet this established criteria as evidenced by the RYIS Attendance Interval Report	<input type="checkbox"/> We have recognized that there is a statistically significant indirect correlation between student attendance and student performance. So in order to improve student performance we have created an attendance team to promote and monitor student attendance.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary.

Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area
(where relevant) :**

N/A

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 85% (21/25) of core content teachers will utilize the Benchmarking Goal Template, which evidences student mastery of specific benchmark standards</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • A Curriculum Benchmarking Template will be used as an information tool to track progress, set individual learning goals and provide immediate academic enrichment. • Data Inquiry Team will continue to disseminate testing information to the staff who in turn will use the information to provide: differentiated academic interventions and/or enrichment, based on the needs of the students. • The electronic curriculum mapping system will be used by departments to develop standards-based curricula; ATLAS will preserve curricula for future instructors and for instruction. Additionally, ATLAS will allow administration access to the system thereby informing them of each faculty member's level of compliance with standards initiatives. • UFT Teacher Center Specialist as well as department leaders will provide professional development to help establish common language regarding report cards and benchmarks/learning goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • C4E and 10% Title 1 funding for Professional Development allocated to the Teacher Center Specialist • \$1000 will be allocated for ATLAS yearly • Per school budget for summer/afterschool professional development through school-wide initiatives
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Each teacher will have three personal conversations per year (October, February and May) to discuss their use of the Benchmarking Goal Template • Department chairs will collect and review ATLAS curriculum maps in February and May to ensure that all benchmarks are aligned with standards area teacher. • Department chairs will collect and review monthly unit benchmarks with area teacher. • Administration will collect and review ATLAS curriculum maps and have conversations.

Subject Area
(where relevant) :

English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 85% of students (68/85) in 8th grade will create a writing portfolio that demonstrates proficiency on a New York State Standards Based English Language Arts Rubric for each of the 5 genre pieces required for their writing portfolio.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 8th graders will be scheduled for a weekly writing lab to improve their proficiency on the 2011 NYS ELA Assessment • The writing teacher will set standards based benchmarks for each unit and set individual learning goals through conferencing. • Standards-based Writing Portfolio will be created to document and monitor student work and growth • Standards-Based Writing Portfolio will be used in the five separate writing genres to ensure consistent and accurate grading in order to use grading results to provide enrichment or remediation • Professional development in literacy across the content areas through the on site monthly faculty meetings will provide all content teachers with strategies to align their curricula. • Increase teacher intervisitations to observe and share best practices to ensure student success
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • C4E and 10% Title 1 funding for Professional Development allocated to the UFT Teacher Center Specialist to provide ongoing school-wide professional development and writing strategies across content areas • Tax levy funds allocated to the UFT Teacher Center OTPS allocations for research writing materials
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Each teacher will have three yearly personal conversations with the UFT Teacher Center Specialist in October, February and May to discuss writing portfolio progress • Weekly ELA team meetings to discuss, review and modify the writing portfolio • A "Looking at Student Work" professional development session will be facilitated by the UFT Teacher Center Specialist. This professional development session will focus on curriculum development and rubric creation and alignment

Subject Area
(where relevant) :

Earth Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 70% of students (50/77) taking the New York State Earth Science assessment will pass this assessment with a score of 65 or higher</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • 10th grade Earth Science teacher will utilize the ATLAS Curriculum Framework to create an Earth Science curriculum that is aligned with state standards • An Earth Science after-school program will be created and implemented for students identified not meeting the established benchmarks in class • The Science Department will meet regularly to ensure alignment of curricula and to share best practices in instruction • UFT Teacher Center Specialist and Science chair will provide ongoing support

	professional development to infuse literacy strategies, common language benchmarks
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> • C4E and 10% Title 1 funding for Professional Development allocated to UFT Teacher Center Specialist to provide ongoing school-wide PD regarding literacy learning and as hands-on Science instruction. • Tax levy funds allocated to UFT Science teacher • Per session for Earth Science After- School tutoring • Funds allocated towards the purchase of Earth Science lab supplies
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • The Science department chairperson will collect all monthly data to ensure standard alignment • On-going teacher made formative and summative assessments • Earth Science Regents mock examinations will be administered in April and May 2011 • UFT Teacher Center specialist will facilitate a professional development session that focuses on the infusion of literacy in the content area so ensure success on the Regents

Subject Area
(where relevant) :

N/A

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, 30% (15/30) of the students who did not meet the criteria in 2010, 90% , will meet this established criteria as evidenced by the RYIS A
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Ongoing attendance committee meetings to monitor student attendance and implement intervention plans when needed • Daily outreach by the Parent Coordinator to provide on-going conferencing and parent outreach • Attendance committee to identify students identified as not being on track to meet the New York City Citywide 90% criteria • 100% monthly attendance board • Attendance teacher to provide parent contact and home visits for identified students.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<ul style="list-style-type: none"> • Title 1 (School wide programs) funds will be allocated for school a • allocated to hire a parent coordinator • Tax levy and Title 1 funds allocated to hire advisors

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□

- The Attendance Team will conduct weekly attendance meetings with the attendance of all at-risk students with patterned absences
- The creation of attendance contracts for at-risk students with patterned absences. These contracts will be reviewed and monitored by the student attendance team
- 100% monthly attendance board to positively promote good attendance
- The Parent Coordinator through school messenger will make contact with parents for all absent students

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			
1			N/A	N/A			
2			N/A	N/A			
3			N/A	N/A			
4							
5							
6	74	4	74	74	3		
7	85	10	85	85	7		
8	57	25	28	57	2		
9	55		55	28	2		
10	40		40	25	7		
11							
12							

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services indicated in column one, including the type of program or strategy (e.g., V... etc.), method for delivery of service (e.g., small group, one-to-one, tutoring... service is provided (i.e., during the school day, before or after school, Sa...</p>
<p>ELA:</p>	<p><input type="checkbox"/> <input type="checkbox"/> Three hours each Friday has been dedicated to ELA Academic Intervention... non-fiction reading and independent reading with just right books and con...</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Students who are deficient in Math have been scheduled for Math Acad... programs and Fridays. The academic intervention curriculum follows the... was created using Measuring Up, NYS Coach and Integrated Algebra Co... instruction include small group, one-to-one tutoring after-school and at lu... scheduled for Academic Intervention on Fridays</p>
<p>Science:</p>	<p><input type="checkbox"/> Science academic intervention services are provided in lunch tutoring, af... group, and individual instruction, as well as in class through differentiated... groups and guided groups. On Fridays students are scheduled for Scienc... focus on literacy development</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Academic Intervention Services in Social Studies are provided in lunch tu... small group, and individual instruction, as well as in class through differ... small groups and guided groups. On Fridays students are scheduled for S... intervention with a focus on literacy development</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Group and individual counseling based on the needs of students as dete... counseling numbers, teacher and parent observation and student need.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> LEC's on-site school psychologist continues to evaluate initiated cases... going support to students and KECSS families</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> Group and individual counseling based on the needs of students as de... observations, references parent request, and IEP designation.</p>
<p>At-risk Health-related Services:</p>	<p><input type="checkbox"/> On going support will be provided by occupational therapists and health... needed</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-10

Number of Students to be Served:

LEP 12

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) n/a

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative **Language Instruction Program**

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

We have mixed ability classes and differentiated instruction is our core focus. Language Development classes meet 5 hours per week with all ELA instruction focusing on vocabulary knowledge and independent reading.

The sixth grade reading workshop will provide your child with numerous opportunities to grow as a reader. They will be exposed to high interest text in a classroom that fosters learning in a technological age. Students will engage in whole group instruction, while also providing ample time for students to explore as independent learners. Higher level thinking skills will be developed as students engage in thoughtful dialogues with peers and participate in Socratic seminars and Research projects. This course will include the in-depth analysis and investigation of multiple genres revolving around the theme of individuality.

Who are they? – A literature based study of “the outsider”

Additional independent courses of study will be offered for students identified for enrichment.

We will focus on big ideas/questions this year such as what is a community, what happens when we are excluded from communities, how does school serve as a community for young adults, and is being part of a community always positive. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars and Hot Seats, and complete a number of independent and collaborative projects. Additional independent courses of study will be offered for students identified for enrichment.

English 9 will focus on classical literature. Throughout the year, students will be exposed to literary genres such as short stories, epic poetry (The Odyssey), classical mythology, and a Shakespearean play. Students will also learn to identify and work with a variety of literary and figurative terminology and devices such as metaphor, simile, personification and symbolism. In addition to reading, students will be asked to write extensively the first semester. Students in English 9 will continue to build upon the writing, literature and additional language arts skills introduced throughout their middle school experience. Grammar instruction will continue to stress correct sentence and paragraph writing. Students will learn to avoid writing run-on sentences. The English 10 course aims to teach literary analysis, creative and analytical writing, vocabulary development, and critical thinking. The goal is for student to be able to develop reading, writing, speaking, and listening skills which will allow them to successfully navigate and understand complex texts, express their thoughts in a coherent and organized manner both orally and in writing while developing the ability to apply information and experiences to new situations. The focus is on preparing students to succeed in college by developing a mature and thorough awareness of academic study by making connections between texts and experiences.

The Writing curriculum at KECSS, offered concurrently with the English / Reading courses, is aligned with the New York City English Language Arts writing performance standards. It will lead students on an English language knowledge-building journey from grammar /mechanics to authorial style. Writing course teachers will use writing workshop style to help students produce standards based publications to build their writing portfolios. The course will include a variety of forms, including expository, narrative, research-based, and persuasive writing. It will aid students in developing convention as well

as paragraphing, summarizing, and synthesizing information. Students will become fluent in expressing ideas in a clear and concise manner and obtain an awareness of audience and purpose. The course will also develop student knowledge of the writing process as a whole, from pre-writing to drafting and revising to peer review. The goal of the writing course is to show students that their lives and experiences have value and are worth writing about. It will include student writing journals, prompts, and other activities aimed at utilizing prior knowledge and introducing new ideas to create not only efficient writers, but also thoughtful and critical thinkers.

AIS Services:

Identification for students in AIS services rely heavily on report card grades, NYS exams, assessments such as the Acuity, WRAP, GRADE/GMADE and teacher recommendations. Not only do we tailor instruction to integrate AIS services during the regular school day but we also offer extended day, after-school and Saturday programs which target instruction in specific skill deficiencies with test sophistication strategies to increase student achievement.

ELL students meet during Academic Intervention periods on Friday with our ELL teachers they will provide targeted and individualized instruction as per state mandates.

Professional Development Program

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

Our ELL teachers attend city-wide professional development on ELL initiatives, mandates and instructional strategies.

Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Section III. Title III Budget

—

School: K468

BEDS Code: 332100011468

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A <input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A <input type="checkbox"/>
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

KECSS uses the information provided by families on the Home Language Survey to determine what translations are necessary. Currently we translate our communication into Russian, Urdu, Mandarin, and Spanish using DOE resources and parent volunteers.

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.

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT, and PTA.

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.

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT, and PTA.

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.

KECSS utilizes DOE translators, parent volunteers, and staff members to provide oral translation.

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>.

KECSS' Parent Coordinator distributes the Parents Bill of Rights in multiple languages to families to ensure they are informed of their right to translation and interpretation services. All important notices translated during Open House information session and orientation meetings.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$304,223	\$108,939	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,089		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,446	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$30,891	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Kingsborough Early College Secondary School agrees to implement the following statutory requirements:

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- · In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- · The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Description of How School Will Implement Required Parental Involvement Policy Components:

1. Kingsborough Early College Secondary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parents will have the opportunity to discuss the District Parental Involvement Plan at PTA meetings
 - PTA Executive Board Members will be involved with District Personnel through communication with our Parent Coordinator
2. Kingsborough Early College Secondary School will take the following actions to involve parents in the process of school review and
 - Parents will be interviewed as part of the Quality Review Process
 - Parent surveys will play an important role in the Progress Report process
3. Kingsborough Early College Secondary School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Advisory teachers will contact each parent and serve as a point person for parent contact as well as provide daily academic and social support for each student
 - Each student will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers
- 4.
 - MCI
 - Advisory Program
 - Kingsborough Early College Writing Program
- 5.
 - A parent suggestion survey will be put into every Parent Handbook
 - PTA meetings will allot parent feedback time
 - Parent Coordinator and PTA Executive Board will organize Parent Feedback and address findings to the School Leadership Team
 - NYCDOE Parent Survey
 - a. The school will provide assistance to parents of children served by the school, as appropriated, in understanding topics such as the following, by undertaking the actions described in this paragraph- The State's academic content standards
 - Providing Parent Workshops on NYS exams and requirements
 - Holding Special meetings for parents regarding Early College Course requirements such as Scope and Sequence
 - Parent meeting to share KECSS Progress Report and Quality Review results
 - Disseminating a monthly Parent Coordinator newsletter to parents to ensure they are aware of school "happenings"
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing parent workshops dealing with technology
 - Parent workshop addressing ELA and Math state standards and strategies for teaching
 - Parent and student Book Challenge to promote literacy
 - Having ESL teacher identify parents of ELL students with specific literacy needs to conduct Parent-Outreach assistance
 - c.
 - Providing teachers/staff with professional development opportunities that support teachers/staff in developing effective communication with parents through learning how to conduct parent teacher conferences, working with parents in the purpose of student agendas and how it is a tool for communication between parents/teachers and also how to establish and maintain Advisory teacher and parent relations as a point person service to parents
 - Attendance outreach daily via telephone contact if student is absent with parents as the first call in absence notification
 - Guidance conferences for at risk students and their parents
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with programs such as Summer Bridge Orientation, Advisory, Schoolwide Enrichment Model and Literacy Clubs and other programs and

conduct other activities, such as parent workshops, that encourage and support parents in more fully participating in the education of their children by:

- Welcoming parents as partners at our Summer Bridge Orientation and familiarizing them with the mission of our school community and how to use our “tools” such as student agendas, PTA meetings, Parent workshops and PTA meetings to stay actively involved with their child’s education
 - Having all Advisory teachers call each parent and offer point person support for future concerns/questions each parent may have about their child’s progress in school
 - Inviting parents as guest speakers in our clusters in which they have expertise to share
 - Implementing Literacy Clubs for parents to get involved in reading with their children
- e. The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Provide materials in languages other than English as determined by languages of parents/guardians
 - Provide translators as needed to conduct meetings with parents who speak a first language other than English

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

□

SCHOOL-PARENT COMPACT

Kingsborough Early College Secondary School , and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-2011

School Responsibilities

KECSS will :

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Students also participate in a School-wide Enrichment Model, which includes opportunities for hands-on learning, first-hand investigations, and the application of knowledge and thinking skills to complex real-world problems. In order to ensure that the social as well as academic needs of all students are being addressed we have established an Advisory Curriculum custom tailored to meet the needs of our population.

4. Provide parents reasonable access to staff. Student advisors serve as a liaison between parents and staff. Parents are also encouraged to make appointments to speak with staff members as necessary.

Parents are invited and encouraged to participate in the Parent-Teacher Association. Parents also comprise half of our School Leadership Team. The core responsibility of each SLT is to develop the school's Comprehensive Educational Plan (CEP) that is aligned with the school-based budget. SLTs also help to evaluate the effectiveness of the school's educational programs and their impact on student achievement.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

□

In order to determine the performance of KECSS students in relation to the State academic content and student academic achievement standards the Inquiry Team analyzed data obtained from the 2010 New York State Assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

The Schoolwide reform strategies that KECSS will utilize to ensure students meet the State's proficient and advanced levels of student academic achievement are:

- The Renzulli Learning model of instruction which fosters a student-centered learning environment
- Weekly Academic Intervention Classes provide targeted remediation in areas of weakness in ELA and Math
- Curriculum Compacting which addresses the individual learning needs of our accelerated learners
- Instructional methodologies such as: inquiry-based learning, hands-on instruction using manipulatives, group presentations, real-world projects, etc.
- SmartBoards, laptops/desktop computers and overheads used during instruction

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

KECSS provides

- After-school provide targeted remediation in areas of weakness in ELA and Math
- All content classes meet for one hour per day.
- SmartBoards, laptops/desktop computers and overheads used during instruction

- o Help provide an enriched and accelerated curriculum.

□
KECSS provides

- Curriculum Compacting which addresses the individual learning needs of our accelerated learners
- The Renzulli Learning model of instruction which fosters a student-centered learning environment for gifted students
- o Meet the educational needs of historically underserved populations.

□
KECSS is a title 1 school whose mission is to service the underserved populations by utilizing

- Advisory Program
- The Renzulli Learning model of instruction which fosters a student-centered learning environment
- Weekly Academic Intervention Classes provide targeted remediation in areas of weakness in ELA and Math
- Curriculum Compacting which addresses the individual learning needs of our accelerated learners
- Instructional methodologies such as: inquiry-based learning, hands-on instruction using manipulatives, group presentations, real-world projects, etc.
- SmartBoards, laptops/desktop computers and overheads used during instruction
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□
KECSS provides

Advisory program focused on personal development and college and career preparedness

Counseling for at risk students

- o Weekly Academic Intervention Classes provide targeted remediation in areas of weakness in ELA and Math
- o Instructional methodologies such as: inquiry-based learning, hands-on instruction using manipulatives, group presentations, real-world projects, etc.
- o SmartBoards, laptops/desktop computers and overheads used during instruction
- o Are consistent with and are designed to implement State and local improvement, if any.

□

N/A

3. Instruction by highly qualified staff.

All teachers in KECSS are highly qualified teachers. In order to ensure that they remain up to date on best practice strategies they regularly participate in in-school professional development conducted by the UFT Teacher Center Specialist and professional development given by district and networks leaders.

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

All content and classroom teachers will attend professional development that focuses on best practice strategies to service ELL's, Special Education and Accelerated Learners; these professional development sessions will be given in-school by the UFT Teacher Center Specialist and out of school by district and networks leaders. ELA, Social Studies, Math. Science, Special Education and ELL teachers will also participate in on-going professional development that focuses on aligning curriculum to state standards; literacy and reading strategies geared towards improving decoding and fluency; and active engagement strategies.

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

KECSS is committed to hiring the most highly qualified instructors as possible. In order to facilitate this process, KECSS attends hiring fairs annually; the college liaison assigned to our school also works with representatives from within the Early College Initiative to identify highly qualified potential candidates from within the CUNY network. Resumes and/or applications submitted to our school via Open Market are also closely screened. Acceptable candidates are then invited to spend time within our school community. KECSS has established criteria that are used to select personnel that demonstrate experience with and/or interest in the following categories: Advisory, college readiness, content expertise, and Enrichment Clusters. Finally, a hiring committee that includes members of the administration, faculty, school support staff, and student body has been established in order to ensure that highly qualified instructors are selected via a thorough interview process; two rounds of interviews are conducted, candidates are asked to participate in a round table open-interview, and perform a demonstration lesson.

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

See the Parent Involvement Policy and the Parent Compact beginning on page 36

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

In order to ensure that teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program, the administration will conduct professional growth conversations and distribute teacher surveys to all staff to get feedback from teachers to find out which strategies have been most effective in ensuring student academic achievement. Teachers will also meet regularly in departments and grade groups to discuss how data collected from interim and classroom assessments will drive the curriculum and instruction.

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

□ To make sure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance teachers and students will utilize individual benchmarking and goal setting templates. Students and teachers will monitor the benchmarks that students have mastered for each unit. Students who have not mastered the benchmarks and/or standards of the curriculum will set goals and action plans with the teacher ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out of the curriculum and given enrichment activities that utilize more advanced concepts.

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

□

In anticipation of receiving Violence Prevention Program funding KECSS hopes to continue working with The Leadership Program. This organization will support us in the implementation an after-school Theater program culminating in a musical production. Currently KECSS and the four other schools in the Lafayette Educational Complex (LEC) are working with two organizations STARR and The Leadership Program funded through the 21st Century Grant.

These organizations will be facilitating Saturday arts programs including, Step, Chorus, Drumming, Sports and Drama. These workshops will be open to all of the high-school students attending schools housed in the LEC.

KECSS will partner with STARR implementing an after-school Hip-Hop class specifically for KECSS students

□

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

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

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

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A

 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A

 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A

4. Coordinate with and support the regular educational program;
 N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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

There are five (4) students in KECSS currently residing in temporary housing

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

KECSS will provide students in temporary housing with school supplies, clothing, money for school trips and transportation as needed

Part B:

Part B - For Non-Title I Schools

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

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

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Kingsborough Early College School					
District:	21	DBN:	21K468	School		332100011468

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.5	94.0	93.8 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.4	99.6	100.0
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	86	84	76	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	81	86	78		63.1	80.6	80.6
Grade 8	71	78	86				
Grade 9	0	79	87	Students in Temporary Housing - Total Number:			
Grade 10	0	0	76	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	6	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	238	327	403	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	9	35	98
# in Collaborative Team Teaching (CTT) Classes	7	16	40	Superintendent Suspensions	8	5	11
Number all others	16	24	16				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	12	14	22
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	4	4
# receiving ESL services only	12	9	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	0	0	2

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	28.6	36.4
				% more than 5 years teaching anywhere	33.3	50.0	45.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	71.0	86.4
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	90.0	100.0	100.0
Black or African American	26.5	28.7	27.0				
Hispanic or Latino	20.2	19.3	22.8				
Asian or Native Hawaiian/Other Pacific	7.1	6.7	6.9				
White	46.2	44.6	42.9				
Male	47.5	54.7	55.3				
Female	52.5	45.3	44.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster SSO-CUNY/Cluster 52	District	School Number	School Name KECSS (K468)
Principal Connie Hamilton		Assistant Principal Tracee Murren Lisa Ferraiola	
Coach Sarah Kaplan		Coach	
Teacher/Subject Area Victor		Guidance Counselor Nicholette Tartamella	
Teacher/Subject Area Ralph Franco- Spanish/ ELL		Parent	
Teacher/Subject Area Lisa Fogarty- English/ ELL		Parent Coordinator Genevieve Mercado	
Related Service Provider		Other	
Network Leader Cass Conrad		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	403	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.98%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual,

- Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
 4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

ELL Identification Process

Describe the steps followed for the initial identification of those students who may possibly be ELL's. These steps must include administering of the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELL's using the New York State English as a Second Language Achievement Test (NYSELAT)

The steps followed for the initial identification of those students who may possibly be ELL's is 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. The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment is Ralph Franco (certified Foreign Language teacher), Ms. Fogarty (a licensed Special Education teacher) and Lisa Ferraiola (Assistant Principal certified in both Special Education and ELA). Once potential ELLs are identified, Mr. Franco and/or Mrs. Ferraiola administer the revised LAB-R test within 10 days. The LAB-R test results then determine whether students are entitled to one of the three ELL programs.

Since the New York State English as a Second Language Achievement Test (NYSESLAT) measures proficiency levels, it provides KECSS with valuable information in designing and placing our students into instructional programs and determining the type of support each student needs based on his/her proficiency whether it is beginner, intermediate or advanced ELL. The NYSESLAT scores are distributed to all teachers and each teacher uses this data to help support ELL students. All KECSS teachers then use the NYSESLAT and other assessment data to create an individual benchmarking/learning goal plan for the purpose of documenting student learning/progress and to implement strategies that will support each student and ensure he/she attains mastery of the specified set of standards outlined in each unit of study. Both the NYSESLAT and LAB-R data is used to inform instructional programs and initial language allocations at KECSS.

What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Bilingual, and Free Standing ESL)? Please describe the process outreach plan and timelines.

Listed below are the many structures in place to ensure that our parents understand all three program choices (Transitional Bilingual, Dual Bilingual, and Free Standing ESL):

- Each August before the official start of school begins, KECSS holds a Parent Orientation during the Summer Bridge Program and it includes an in-depth overview of the ELL identification, entitlement and placement process with a Q & A session that follows the orientation
- During the first week of school, students will be identified for ELL using the HLIS. Parents will be called by their student's advisor to make an appointment with our ELL teachers Mr. Franco and Ms. Fogarty or Assistant Principal Mrs. Ferraiola for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child
- The PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group
- The advisor will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their child's education from the start to the end of the school year

Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

(If a form is not returned, the default program for ELL's is Transitional Bilingual Education as per CR Part 154)

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. These documents are sent home with the child through their advisor who will collect the forms back and submit to the main office. The advisor will call the home of any parent who does not return the forms in a timely manner. Administration will be notified in the event that the advisor is not able to contact the parent and will then follow through in ensuring the form is returned.

Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional Program; description must also include and consultation/ communication activities with parents in their native language

Entitlement letters will be sent to parents and follow up conversations with Mr. Franco, Ms. Fogarty and/or Mrs. Ferraiola will be arranged by the child's advisor to again discuss the three program choices so that parents can make informed decisions regarding their child's education. Comprehensive Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language) and the distribution of translated materials and resources sent home through their advisory teacher. KECSS will use the advisory teacher to provide ongoing communication regarding the child's academic and social progress in an effort to promote parental involvement and build trusting relationships with their child's advisor to further ensure that KECSS is a welcoming school that acknowledges our parents as valuable members of our community.

After reviewing the Parent Survey and Program Selection forms for the past five years what is the trend in program choices that parents have requested? (Please provide numbers)

KECSS opened in the 2006 school year and the trend in program choices that parents have requested is the Freestanding ESL. In school year 2006-2007 four out of four ELL students participated in the Freestanding ESL program, in 2007-2008, eight out of eight students participated in the Freestanding ESL program, in 2008-2009, fourteen out of fourteen students participated in the Freestanding ESL program and currently in the school year 2009-2010, nine out of nine students participate in the Freestanding ESL program. As an Early College School, our ELL parents have expressed concerns about their children keeping up with the regular school curriculum as well as the added academic demands of an Early College School. As a result, all parents since the opening of our school have expressed the importance that their child be instructed in the English language and given pull-out instruction in a small ESL group setting. Parents indicated that the Freestanding ELL program would best meet the needs of their child and provide the most support for their child.

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

Thus far our Freestanding ESL Program model aligns with parent requests as all parents have indicated to us that they prefer a program delivered in English through the use of specific instructional strategies. Although KECSS has informed parents of the three program choices, all parents thus far have opted to have their child participate in the Freestanding program. At this point, our ELL population has remained very small and KECSS has had great success with our ELL students testing out of the program as a result of proficient NYSESLAT scores. However, in the future, we anticipate that if our ELL population significantly increases, we will have to expand our program services.

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

Part III: ELL Demographics

Number of ELLs by Grade in Each Language Group

This school serves the following?	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish (includes ELLs and EPs)											0
Chinese (what apply)											0
Russian											0
Bengali											0
Urdu											0
Arabic											0
Haitian											0
French											0
Korean											0
Punjabi											0
Polish											0
Albanian											0
Yiddish											0
Other											0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Scheduling Information

How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In [Co-Teaching] , Pull out, Collaborative, Self Contained)
The organizational model used in KECSS is a Pull Out model.

b. What are the program models (e.g. Block [Class travels together as a group]; Ungraded; Heterogeneous; Homogenous)
The program model is ungraded; the twelve students in the ESL program are serviced simultaneously. 66% of students in grades 6-10 (8/12) have advanced proficiency levels and are serviced in an ungraded classroom. All other students have proficiency levels of beginner or intermediate and as a result receive three additional hours of ESL instruction as per state mandates.

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
Instructional minutes for the ELL program are incorporated into the weekly students' schedule as well as the weekly teacher's schedule; ELL instruction takes place 6 hours per week. Students with advanced proficiency levels and require a minimum of 3 hours per week, while students with intermediate or advanced proficiency levels receive a minimum of 6 hours of instructional time each week.

Describe how the content areas are delivered in each program model. Please specify language and the instructional approaches and methods used to make content comprehensible to enrich language development.

As a free standing ELL pull out program content specific instruction is not provided in this setting. The curriculum used in the ELL classroom focuses on student learning in the areas of reading, writing, listening and speaking. Within each content classroom teachers provide instructional and curricula supports to facilitate student learning.

English Language Arts

At KECSS the focus of the English Language Arts curriculum is the development of student interest in literature as well as their ability to understand, appreciate, and analyze a multitude of texts. To achieve this goal, students will read numerous pieces of literature, in multiple

genres such as non-fiction, poetry, drama, and contemporary young adult fiction. Students will learn strategies to independently evaluate and respond to text. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars and Hot Seats, and complete a number of independent and collaborative projects. Additional independent courses of study will be offered for students identified for enrichment.

Mathematics

At KECSS mathematics courses are designed to assist students see and understand math as an integral and fascinating part of life. Our goal is to create a math environment where students are empowered to explore the many possibilities of problem solving. The mathematics curriculum has been created to ensure exposure to and mastery of numeration concepts, algebra, geometry, measurement and statistics and probability. Students will be afforded the opportunity to utilize manipulatives to construct, comprehend and analyze mathematical theory. They will also learn to verbalize, justify and present their arithmetic cognition, through journal writing and Socratic Seminars.

Science

The science program at KECSS is designed to make sure that all students including ELLs achieve mastery in the sciences. Curricula material is delivered using a combination of lecture and laboratory course work. To support and encourage the ELL student, reading and writing scaffolding techniques are used. The teachers also ensure student achievement with the use of active learning strategies, hands on experimentation, group work and discussions. Students are encouraged to use their listening, speaking, reading and writing skills to demonstrate their comprehension of the material being taught in class.

Social Studies

The Social Studies courses at KECSS are created to assist students as they explore the history of the United States as well as the world. To ensure that they internalize concepts such as: US expansion, imperialism, industry growth and government policies ELL students will participate in activities such as role plays, timelines, writing and the creation of scripts, all of which are designed to enable them to fully grasp the concept of life at different times in history. Students will also read books which have taken place during specific time periods, and which will help them further understand the time period they are studying. Socratic Seminars will facilitate higher order thinking skills, while allowing the development of listening, speaking, reading and writing.

How do you differentiate instruction for ELL subgroups?

At KECSS differentiation of instruction for the ELL population is not based on years of ELL service but rather on NYSELAT proficiency levels as well as academic data obtained from New York State Content assessments. To address the individual needs of all students in the ESL classroom the teacher focuses on the individual student's content knowledge. The Inquiry Team has analyzed the academic data for all ELL students in order to determine their areas of strength and deficiency. According to data collected, these students are proficient in reading for information and understanding, while they struggle with literary response and expression. To address this issue the students have been placed in book club designed to help them use content clues to find the meaning of unknown words and understand how the structure of a passage aides in comprehension. The use of active learning strategies such as, games, skits, songs, partner interviews and structured conversation with classmates provides a low stress educational environment where the SIFE student can feel academically and socially successful

a. Describe your instructional plan for SIFE

The student designated SIFE are currently enrolled in an after-school literacy program designed to improve reading comprehension skills. He also receives daily in-class support and tutoring in his ELA classes and Math classes.

b. Describe your plan for ELLs in US Schools' less than three years (newcomers). Additionally because NCLB now requires ELA testing for ELL's after one year, specify your plan for these ELL's

Students who are in school less than three years are currently enrolled in an after-school literacy program designed to improve reading comprehension skills.

c. Describe your plan for ELLs receiving service 4-6 years

See program outlined above

d. Describe your plan for long term ELLs (completed 6 years)

See program outlined above

e. Describe your plan for ELLs identified as having special needs

See program outlined above

B. Programming and Scheduling Information--Continued

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

Describe your targeted intervention programs for ELLs in ELA, math and other content areas (Specify subgroups targeted). Please list the range of intervention services which they are offered

In all content classes teachers and students monitor the benchmarks that students have mastered for each unit using a benchmarking/learning goal template. Students who have not mastered the benchmarks or standards of the curriculum will set goals and action plans with the teacher to ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out of the curriculum and given enrichment activities

English Language Arts

Three hours each Friday has been dedicated to ELA academic intervention for students. Student data is analyzed by the Inquiry team and each child is assigned to remediation or acceleration program depending on his/her strengths and weaknesses. Students also receive one to one or small group tutoring in afterschool reading programs. The programs currently used by KECSS include: Book Clubs, REWARDS, MCI and Ramp-Up.

Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

Science

Science academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

Social Studies

Social Studies academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Students who have reached proficiency as evidenced by the NYSESLAT will continue to receive transitional support within all academic

and non-academic classes. Teachers will:

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors and the assistant principal attended city-wide professional development on ELL initiatives, mandates and instructional strategies.
2. All ELA, Special Education and ELL teachers provide decoding fluency and Comprehension. AIS services to these students who are in need. They have been trained in Wilson, Great Leaps, Rewards and Corrective Reading.
3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as they transition from one school level to another

Teachers will receive professional development designed to help them facilitate the summer bridge programs for incoming 6th graders. Teachers learn to facilitate team building activities and run workshops for incoming students. Since our school is a 6-12 we do not provide our teachers with professional development designed to help students transition into high school

To support our staff as they assist ELLs transition we provide professional development

At KECSS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relieves some of the stress ELL students feel when entering to a new school.

Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

- Utilize student prior knowledge to build new learning

- Continue to employ a variety of instructional methods in order to help them access and understand information in different contexts
 - Confer with these newly transitioned students regularly to discuss their academic and social progress and help them set goals and identify action plans they can use to achieve their objectives.
- A description of the minimum 7.5 of ELL training for all staff and how records are maintained of meeting the requirements

The UFT Teacher Center Specialist provides hour long professional development sessions on Wednesday afternoons for all teachers who are responsible for ELL instruction. The content of these professional development sessions focus on the implementation of literacy strategies within the ELL classroom. Records are maintained by the UFT Teacher Center Specialist in the form of agendas and sign-in sheets.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Description of the parent involvement in the school, including ELLs

In an effort to implement the Title I, Part A parental involvement requirements KECSS where possible will provide full opportunities for the participation of parents with limited English deficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend.

KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

Specification of partnerships with other agencies or CBOs to provide workshops or services to ELL parents

N/A

Provide an explanation of how you evaluate the needs of the needs of the parents

To evaluate the needs of the parents the parent coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating.

A description of your parental involvement activities and how they address the needs of the parents

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental

involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers
- Parents will also be interviewed as part of the Quality Review and parents will be surveyed. Their responses will be instrumental in the provision of services and programs
- Parent workshops on curriculum and assessments will be provided so as to inform parents about the statewide methods of student evaluation
- A monthly newsletter will be issued by the Parent Coordinator to help parents keep aware about information specific to our school. This newsletter will be translated into requested languages to ensure that all parents including the parents of ELL students can remain abreast of this information.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

	I							1						
	A							3	2	2		1		
	P								1		1			

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6		2		3			5
7				2	1		3
8				2			2
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		3				1		5
7			1		2				3
8					3				3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	1		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Describe what assessment tools your school uses to assess the early literacy skills of your ELLs

To determine the literacy skills and reading levels of the ELL students KECSS uses the Group Reading and Diagnostic Evaluation Assessment (GRADE), as well as the Writing and Reading Assessment Profile (WRAP). Both assessments provide literacy grade level equivalencies.

According to data received from these assessments, our ELL students are underperforming in the areas of literacy. On average they are reading on grade levels that are three years below their current grade level. To address this issue teachers are focusing on applying literacy strategies across the content.

What is revealed by the data patterns across proficiency levels?

According to data collected from the NYSELAT 83% (10/12) of our ELL students are advanced in the areas of reading and writing, 8% (1/12) students is at proficiency level Intermediate. 8% (1/12) students is at proficiency level Beginning.

How will patterns across NYSELAT modalities- reading/writing and listening/speaking-affect instructional decisions?

The similarities in the proficiency levels allows for an ungraded homogenous program model with a relatively singular curriculum.

How are ELLs faring in tests taken in English as compared to the native language?

This is not applicable. Our ELL students take all tests in English

Describe how the school leadership is using the results of the ELL periodic assessments

The results of all periodic assessments are used to modify the curriculum and instructional program of the students. These results also determine the types and frequency of the academic interventions offered to the students.

How is Native Language used?

N/A

Describe how you evaluate the success of your programs for ELLs

In order to fully assess the ELL program formative and summative data is collected and analyzed by the Inquiry Team. Data will be collected from interim assessments such as classroom tests and Acuity examinations while summative data will be obtained from the NYSELAT

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 21k468

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	308931	108939	417870
2. Enter the anticipated 1% set-aside for Parent Involvement:	3089	1089	4178
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15447	*	
4. Enter the anticipated 10% set-aside for Professional Development:	30893	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

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

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a 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.

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			259502	X	
Title I, Part A (ARRA)	Federal	X			107859	X	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal	X			8874		
IDEA	Federal	X			81770		
Tax Levy	Local	X			2202530		