



KAPPA V

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: KAPPA V
ADDRESS: 985 ROCKAWAY AVENUE
TELEPHONE: 718-922-4690
FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332300010518 **SCHOOL NAME:** Kappa V

SCHOOL ADDRESS: 985 ROCKAWAY AVENUE, BROOKLYN, NY, 11212

SCHOOL TELEPHONE: 718-922-4690 **FAX:** _____

SCHOOL CONTACT PERSON: DELLIE EDWARDS **EMAIL ADDRESS** DEdward6@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: to be determined September 2010

PRINCIPAL: DELLIE EDWARDS

UFT CHAPTER LEADER: O'Hagan A.

PARENTS' ASSOCIATION PRESIDENT: Yvonne Price and Ast Nefert Atum Bey

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** N301

NETWORK LEADER: JOANNE BRUCELLA/Olga Mejia-Glenn

SUPERINTENDENT: Ainslie Cumberbatch

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
Dellie Edwards	Principal	Comments: All Approved
Adriana OHAGAN	UFT Chapter Leader	Comments: Approved
Basilel WOODSIDE	Teacher	Comments: Approved
Julita Llewellyn	Parent	Comments: Approved
Michele Moncrieffe	UFT Member	Comments: Approved
Casandra Mottley	Parent	Comments: Approved
Sabrina Kellum	Parent	Comments: Approved
Yvonne Price	PA/PTA President or Designated Co-President	
Majorie Leslie	Title I Parent Representative	

* 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.

Our school, KAPPA V/IS 518, is an inner city choice middle school that serves students who are dedicated to learning. KAPPA V is 5th in the replication of a series of Knowledge and Power Academies in New York City. Our school is ethnically diverse including students of Black, Hispanic and Asian descent. Our school is supported by the Children First Network. Our dedicated team of highly-qualified professionals strives to maintain a collegial relationship among themselves as well as with our network leaders and parents. Our goal is to prepare students for 21st century living with a sound foundation in math, science, and technology.

Our academic, guidance and counseling programs focus on character building - about the whole child. The school fosters a rigorous learning environment that supports, challenges, and encourages students to become life-long learners and productive citizens. Our expectations are high for all students, not only in terms of their academic performance, but also in their adherence to a student contract. This contract outlines a strict code for conduct which mandates that the students "dress for success" in the official school uniform. Our intent is to make students proficient in meeting and exceeding all national standards. All students are encouraged to look beyond their middle and high-school education and strive to gain acceptance to Ivy League universities. This process is facilitated by student research and visitations to Ivy League institutions.

Our student population consists of a majority of general education students as well as students with IEPs. Because our school population is small, professors are able to know all the students and provide individualized attention to meet their needs. The KAPPA V student body is served by a highly-trained and cohesive team of professionals and support staff. This team truly believes that all of its students can learn. In addition, this team has developed an excellent working relationship with the administrations and staff members of the coexisting schools within the building campus; currently three other schools are housed in the building.

The New York State Standardized Examinations, Regents and Acuity are indicators of student progress. Currently, strategies for improving instruction and students' performance in English Language Arts and Mathematics include the collection of data for planning and setting goals (particularlry through use of the ARIS system), aligning instruction to the goals, building and aligning capacity through targeted and differentiated professional development, and continually monitoring and revising based on new data.

Classroom libraries, small class sizes, and small group instruction further support literacy instruction. Currently, all classes use Impact Math as the primary textbook. The primary methodology that forms the basis of instruction is the Workshop model. Science and social studies are taught in alignment with national standards. Student performance is assessed continually through portfolios, periodic assessments, progress reports, teacher-made tests, anecdotes, and other indicators.

All students are served in a 50-minute intervention program, which takes place at zero period Monday through Wednesday. In addition, we have an after school program which provides

intervention to some and Regents prep to others. Students receive services through the pull-out resource room teacher and the inquiry team pushes in for identified students.

To accomplish our goals, KAPPA V has forged an alliance and collaborated with the Community Based Organization, PAL/ BEACON.

As an instructional team, we are entirely committed to our mission and vision and will accept no excuses. We will continue to grow as professionals and explore best practices in order to create high-quality learning for all stakeholders in KAPPA V.

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:	Kappa V								
District:	23	DBN #:	23K518	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 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*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.2	94.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.5	96.59	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	71	84	90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	101	87	96		94.6	80.5	89.7		
Grade 8	86	92	90						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	1	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	258	263	276	(As of October 31)	2007-08	2008-09	2009-10		
					2	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	31	34	30	Principal Suspensions	5	10	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	11	10	Superintendent Suspensions	13	7	TBD		
Number all others	9	14	18						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	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	1	2	1	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	2	Number of Teachers	21	19	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	6	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
	1	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	42.9	73.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	38.1	47.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	67	79	TBD
American Indian or Alaska Native	0.4	0.4	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.2	93.8	TBD
Black or African American	87.6	89.4	90.9				
Hispanic or Latino	9.7	8.7	8				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.1	1.1				
White	0.8	0.4	0				
Multi-racial							
Male	48.4	47.1	51.1				
Female	51.6	52.9	48.9				
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: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
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:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			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	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	▶
Overall Score	70.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	19.5	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	36.6	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8	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?

□

After a comprehensive three-year review of quantitative and qualitative data provided by the NYC School Environmental Surveys, NYC School Progress Reports, and Quality Reviews, we have identified the following performance trends, strengths/accomplishments, and challenges for KAPPA V.

Student Performance Trends:

- Student progress and performance has moved steadily upward over the past three academic years, with students' overall Progress Report grade moving from a 'C' to an 'A' within this time span.
- Special Education students have made remarkable progress, moving from a level of 9.4% Exemplary Proficiency in the 2006-07 academic year to a level of 34.5% for the 2008-09 year.
- Student Performance in Math has shown a slight downward trend over the past three academic years as indicated by the school's Progress Reports.
- Overall, Student Performance in ELA has remained fairly level for this period.

Strengths/Accomplishments:

- KAPPA V successfully used feedback from our 2008-09 Quality Review to move from a rating of "Underdeveloped with proficient features", to a rating of "Proficient" for our 2009-2010 Quality Review.
- KAPPA V made a significant leap from a 'C' rating to an 'A' rating for School Environment.
- KAPPA V's Quality Reviewer remarked that the principal has "established a welcoming and positive atmosphere which permeates the school's hallways and classrooms."
- KAPPA V believes "professional collaboration is high priority" as indicated by our Quality Review.
- KAPPA V routinely achieves student attendance rates well above 90%.

Challenges:

- Despite the fact that KAPPA V has a consistently high number of Level 3 and 4 students, typically only half of our students successfully make a full year's progress during the academic year. We need to identify the causes for our relatively low A.Y.P. in order to ensure that a higher percentage of all our students make a full year's progress.

- Kappa V's Quality Review indicated a need for greater differentiation in learning tasks and reading materials to produce higher levels of student engagement.
- Our Quality Review also indicated a need for expanded use of rubrics to guide student performance.

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
<input type="checkbox"/> By February 2011 (mid year benchmark assessment), 10% of all 6 th , 7 th , and 8 th grade students should be able to increase their raw math score by approximately 4 points (out of 35).	<input type="checkbox"/> The September 2010 Math Benchmark Assessment showed a particularly low level of performance for students. As a result, we have prioritized progress for these students for this academic year.
<input type="checkbox"/> By June 2011 (end-of-year benchmark assessment), 10% of the 6 th , 7 th , and 8 th grade students should increase their raw ELA score by approximately 4 points out of a raw-score of 35.	<input type="checkbox"/> A September 2010 ELA Benchmark Assessment revealed particularly low performance levels for our students. As a result, we have prioritized daily intervention in this content area to achieve significant progress.
<input type="checkbox"/> By the end of the 2010-2011 academic year, 100% of grade 6-8 students will produce four visual end products in the form of stage productions.	<input type="checkbox"/> All students will receive one to two dedicated periods of Dance/Drama training for half the academic year. Students will be exposed to a variety of methods and resources for stage production.
<input type="checkbox"/> By the end of the 2010-2011 academic year, 15% of grade 8 students will receive sufficient tutoring to pass the NYS Math Regents Exam.	<input type="checkbox"/> Higher performing grade 8 math students will be selected and receive additional instruction from an in-house math coach to focus on the content and skills tested on the NYS Math Regents Exam.
By the end of the 2009-2010 academic year, all grade 6-8 ELA and Math instructors will have received sufficient professional development to log on to ARIS and will have created student groupings utilizing ARIS student data.	<input type="checkbox"/> Grade 6-8 ELA and Math teachers will receive both in-house and outside professional development to facilitate increased use of the ARIS system. All teachers in these content areas will be able to demonstrate that they have logged on to the system and created student groups based on ARIS data.

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

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By February 2011 (mid year benchmark assessment), 10% of all 6th, 7th, and 8th grade students should be able to increase their raw math score by approximately 4 points (out of 35).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • During three-week cycles throughout the school year, a math specialist will push-in/pull-out with pre-designated student groups for 54 periods to provide mathematics instruction. Data provided by the students' math instructors will be used to target areas of student need within the math strands and drive instruction accordingly. • Special education evaluations are conducted for all special needs students within legally mandated timeframes; annual reviews of special education students are conducted as required. • Selected grade 8 special needs students receive math instruction for the 37.5 minute morning tutorial. • Additional instruction in math will be available for special needs students during the extended day program beginning in January 2010. • The Impact math program and Sept-to-May curriculum have been implemented for all special needs students.

<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>	<p><input type="checkbox"/> Title 1 funds will be allocated to compensate a math specialist. Additional Title 1 funds have been used to purchase the AIM Higher! New York Mathematics curriculum for students in both morning math tutorials and the extended day program. All math teachers will receive ARIS training to help facilitate group formation and goal setting all students.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • All students receive quarterly report cards to indicate grade levels in content areas. • Three benchmark math assessments (B.O.Y., M.O.Y., and E.O.Y.) in math will be administered throughout the course of the school year. • (3) ACUITY- periodic math assessments will be administered throughout the school year. ACUITY results will be accessible to all mathematics instructors through use of the ARIS system. • E.O.Y. math benchmark post-test (Options) should reflect average gain of 10 points (out of raw score of 48 points) for special needs students.

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><input type="checkbox"/> By June 2011 (end-of-year benchmark assessment), 10% of the 6th, 7th, and 8th grade students should increase their raw ELA score by approximately 4 points out of a raw-score of 35.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Beginning in September, students performing in the bottom third of their ELA classes as indicated by both the NYS ELA standardized exam and the in-house B.O.Y. ELA benchmark assessment receive additional grammar and vocabulary instruction during the 37.5 morning tutorial period. Beginning in January, these students will also receive ELA instruction through the extended day program, as well as a bi-monthly Saturday Academy for the month preceding the state ELA exam.</p>

<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>	<p><input type="checkbox"/> All ELA teachers providing ELA instruction during the 37.5 morning tutorial have been provided with Glencoe Vocabulary and Grammar instructional materials for use with the special needs population. ELA instructors meet for weekly subject-level meetings to discuss academic goals, teaching strategies, and next steps with a particular focus on pushing up the performance of special needs students. Both the extended-day program and Saturday academy program will be staffed with ELA teachers experienced with the needs and challenges of special needs ELA students. Title 1 funds have been used to purchase the additional instructional materials and will be used to staff both extended-day and Saturday academy programs.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Special education evaluations are conducted for all special needs students within legally mandated timeframes; annual reviews of special education students are conducted as required. • Selected grade 8 special needs students receive ELA instruction for the 37.5 minute morning tutorial. • Additional instruction in ELA will be available for special needs students during the extended day program beginning in January 2010. • The Keystone ELA program and STARS curriculum have been implemented for all special needs students. • Ideally special needs should see an approximate gain of 10 points (out of a raw score of 35 points) on the E.O.Y. ELA post-test.

Subject Area
 (where relevant) :

Dance/Drama

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By the end of the 2010-2011 academic year, 100% of grade 6-8 students will produce four visual end products in the form of stage productions.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>The school has employed a full-time Dance specialist to give instruction in Stage and the Performing Arts. The entire student body has been divided into two groups to facilitate a split-cycle of Dance/Drama instruction over the course of the academic year.</p>
<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>	<p><input type="checkbox"/>Title 1 funds have been allocated to compensate the Dance/Drama instructor as a full-time member of the academic staff. These funds will also be used to compensate the instructor as a member of our extended-day program. These funds have also been used to purchase materials and equipment needed for this course. All students' schedules will reflect two periods of Dance/Drama training weekly for roughly one-half of the academic year.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>All Dance/Drama students will be responsible for producing an end-of-semester production, and will receive a grade for their performance in the class which will become a part of their academic average for the term. Periodic performance assessments will also be designed and administered by the Dance/Drama instructor. As a result of the students instruction, the school expects to produce four complete shows for the year.</p>

Subject Area
(where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By the end of the 2010-2011 academic year, 15% of grade 8 students will receive sufficient tutoring to pass the NYS Math Regents Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/>Our in-house NYS Regents Math specialist groups approximately 25-35 of her highest performing 8th grade Math students based on academic performance, ability to apply concepts, and problem-solving speed. These students have already begun to receive test preparation in the form of after-school tutorials, familiarization with the format and content of the Regents Exam during 37.5 tutorial, and additional coursework to supplement their general coursework. Beginning in April, Saturday workshops are provided for the selected group to provide additional support and preparation for the exam in June.</p>

<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>	<p><input type="checkbox"/> The school allocated Title 1 funds to purchase an appropriate-sized set of Prentice Hall Algebra 1 Workbooks and Glencoe Integrated Algebra - New York Review workbooks (both grade 9 level) for use with the advanced 8th grade Mathematics group. While the Regents specialist volunteers much of her after-school time for the Regents tutorials, Title 1 funds have been allocated to pay her per-session for the Saturday tutorials in the spring. She also uses 3-5 of her Prep periods weekly to pull out selected students for ongoing test preparation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> All members of the selected group receive ongoing periodic assessment through the course of the year through the use of Regents practice examinations. While pre-selected for their academic performance in Mathematics, these students should realize modest gains (2-5 points) in their classroom Math averages due to their intensive preparation. Ultimately, all of these students are expected to receive a passing (65 or above out of 100) grade on the NYS Math Regents Exam. However, 8th grade students selected to take the Regents Exam early (before 9th grade) are expected to receive a score of 80 or above on the exam. Our specialist hopes that at least 50% of the students selected for test preparation will perform at this level.</p>

Subject Area
(where relevant) :

ELA and Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By the end of the 2009-2010 academic year, all grade 6-8 ELA and Math instructors will have received sufficient professional development to log on to ARIS and will have created student groupings utilizing ARIS student data.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> During the 2008-2009 academic year, several staff members attended day-long ARIS professional development workshops. This year, several of these staff members have provided ARIS training to their colleagues through in-house professional development periods. PD's have focused on viewing and manipulating student data to group students based on their academic needs and using the available data for both individual and group goal setting. Because much of the available data comes from student performance in ELA and Math, it is our ELA and Math teachers who are encouraged to use ARIS for student grouping and goal setting.</p>

<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>	<p><input type="checkbox"/>The school has allocated Title 1 funds in Galaxy to continue to provide staff members with the opportunity to attend the day-long ARIS training seminars, and is encouraging staff members who have already attended the seminars to build upon their knowledge of the ARIS system with additional, higher-level workshops. Monthly in-house professional development periods have been scheduled to facilitate the sharing of ARIS expertise between beginning and advanced users, as well as to provide the time for all teachers to log-on to the system and use the data for student grouping and goal-setting.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>All teachers, and particularly the ELA and Mathematics teachers on the staff, should show increased comfort and flexibility with the ARIS system as the monthly professional development periods progress during the academic year. Teachers will also be expected to use the ARIS system to develop teacher groups, and show evidence of using the system to access resources, communicate with other staff members and other ARIS community members across the city. Teachers will also be able to show evidence that they have logged-on to ARIS and used available data in some form to shape student groups and goals.</p>

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	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	3	3	3	2	6	2		5
7	6	6	6	6	11	1		18
8	4	4	4	4	9		2	13
9								
10								
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • Use of PEARSON • ESL Books • Small Group and one-on-one • Pull-out and push-in Program during school hours • Extended Day After School Program • 50-mins before the school day three days per week
Mathematics:	<input type="checkbox"/> <ul style="list-style-type: none"> • Regents Mathematics • Small group and one-on-one • Pull-out and push-in during school hours • Extended Day After School Program • 50-mins before the school day three days per week
Science:	<input type="checkbox"/> <ul style="list-style-type: none"> • Earth Science Regents Class - Extended Day After School Program • Reinforcement of Class work • 8th Grade Practice for NYS Earth Science Exam
Social Studies:	<input type="checkbox"/> <ul style="list-style-type: none"> • Pull-out and push-in Program • Reinforcement of Class work
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> <ul style="list-style-type: none"> • Individual and Group Counseling • Parent workshops
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Individual Counseling

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> not applicable
At-risk Health-related Services:	<input type="checkbox"/> OT services - provided by outside agencies

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 this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

n/a

Number of Students to be Served:

LEP n/a

Non-LEP n/a

Number of Teachers n/a

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.

not applicable

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.

not applicable

Section III. Title III Budget

—

School: n/a

BEDS Code: 332300010518

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - 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

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
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. With only 3 ELL's (all native Spanish speakers) in our student population, our schools written translation and oral ineterpretation needs are extremely manageable. Our staff Spanish instructor provides translation for important school notices that go home to these three students' families, and meets with their parents/guardians to provide oral translation during parent conferences or school meetings.
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. Again, our school's written translation and oral interpretation needs are fairly simple. With only 3 ELL's (all native Spanish speakers) in our school, we have found that our staff Spanish instructor can handle all of our needs in this area and report them to our school community.

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.

In-house Spanish instructor provides all necessary translation services to provide language assistance services and keep parents informed of school activities, parent conferences, and important events.

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.

In-house Spanish instructor provides all needed oral interpretation services. We also have a bilingual paraprofessional who provides oral interpretation as needed for 1 of our 3 ELL students.

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>.

Again, our in-house Spanish instructor fulfills all stated regulations for translation and interpretation services.

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:	\$260,346	\$70,032	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,603		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,018	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$26,035	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
96%

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.
 Kappa V has informed all teachers who are not HQT that funds are available to provide the coursework necessary for certification in that teacher's content area.

* Federal waiver granted; additional set-asiders 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.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY

(DISTRIBUTION DATE:10/27/10)
Statement of Parent Policy

KAPPA V

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

I. General Expectations

KAPPA V agrees to implement the following statutory requirements:

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

The school will involve the parents of children served in Title I, Parent A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent;
The school will support Community School District (CSD) 23 District Title Parent Involvement Policy;
The school will encourage parent's participation in district-wide events and activities;
The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with the definition:

Parental involvement is defined as the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that:

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child and carry out other activities, such as those described in section 1118 of the ESEA;

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. **KAPPA V** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held on April 30th in order to adopt this policy.
2. **KAPPA V** will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

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

The school will join parents in providing for the health and safety of our children, maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support changes the children undergo.

The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the ESEA.

The school will provide parents with individual information on their level of achievement in each of the State academic assessments.

The school will provide to each individual parent timely notice that the parent's child has been assigned or taught for 4 or more weeks by a teacher who is not highly qualified.

The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.

The school will incorporate this parental involvement policy into its school improvement plan.

Parents can make a significant contribution to the environment and function of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format (which includes alternative formats upon request) and to the extent practicable, in a language parents understand.

KAPPA V will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following school programs:

With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join the Parent Teacher Association (PTA), Title I Parent Advisory Council (PAC), School Leadership Team (SLT), Learning Leaders Volunteer Program, workshops, district-wide events and activities, school to home learning activities (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, etc.)

The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS) and childcare programs.

The school will provide assistance to parents of children served by the school, as appropriate in understanding topics such as the following by undertaking the actions describing this paragraph:

the State's academic content standards;

the State's student academic achievement standards;

The State's student academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: **workshops, conferences, classes in and out-of-State including any equipment or other materials that may be necessary to ensure success.**

Parents will be encouraged to attend PTA/Title I PAC meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all the proceedings at PTA/PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Through the efforts of the Parent Coordinator, the PAC Chairperson and the PTA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their rights to be involved.

School publications (i.e. pamphlets, newsletters and letters to parents) will be used to inform parents of important upcoming events including testing dates, school events and open school.

The school calendar will be disseminated each month by back pack to all parents, two weeks before the start of the month.

Saturday English as a Second Language (ESL) and Computer workshops may be held for parents.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for billing education and/or free standing ESL programs.

Parent workshop will focus on basic educational concerns, the emotional and social well-being of the child, health care, adult literacy and continuing education programs, financial planning, etc.

School Visitations

Parents with children attending **KAPPA V** are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings; the Parent Coordinator will provide dates and time:

Back to School Parent Orientation (late August);

Parent teacher conferences (fall and spring);

PTA/PAC and SLT meetings (monthly – every third Wednesday);

Student of the month celebration held in conjunction with PTA/PAC meetings;

Culminating celebrations marking their child's success at the school ;

Parent workshop and activities (as scheduled by the Parent Coordinator and school staff) Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. Parents may contact their school's parent coordinator to arrange and appointment.

Professional Development:

KAPPA V and CSD 23 will help parent become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data and health/social issues for families. Monthly professional development sessions for parents will be provided by the district parent support officer, parent coordinator and other qualified staff at monthly PTA/PAC meetings.

Professional Development is provided by the National/Regional II Coalition of Title I Parent Conferences to familiarize Title I PAC Members with their role, responsibilities and national incentives that promote academic success. **It is recommended that one (1) PAC member attend each conference.**

Professional Development is provided for parents at District 23 annual events and activities.

ELL Professional development: City-wide and Regional ESL/Bilingual events and activities will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

Students with disabilities/Professional Development: City-wide and Regional District-wide events and activities will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assignments given to their children.

Project Funding

KAPPA V will set aside a minimum of (1%) of the project funds for the usage of parent involvement and outreach. Title I parent involvement funds may be combined with other parental involvement funding received from ESEA. Title I PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community.

KAPPA V will use parental involvement project funding to support parent participation at local and out-of-town conferences, regional/district conferences/meetings/events/activities, parent outreach efforts, parent resources and incentives, adult education program and services, parent volunteer program, parent support groups, family restoration and interaction events and activities, and parent workshops and meeting.

Responsibilities of the Title I Parent Advisory Council

In order to maintain the effectiveness of KAPPA V Title I Parent Involvement Policy, it is necessary for the PAC to support and uphold the contents of the school and district parent involvement policy, as well as:

- a. Serve two-year term;
- b. Attend monthly school and district meetings;
- c. Prepare and evaluate the effectiveness of the: Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual School Accountability Report.
- d. Review Title I Parent Involvement Policy, School-to-Parent Compact, Title I Parent Involvement Budget Proposal and School's Annual Accountability Report with parent members of the school community;
- e. Review and provide input in the CEP, annual program evaluations and budget proposals;
- f. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title I Parent Advisory Council must be a parent of a child attending **KAPPA V** and elected by parent membership.

Election/Voting Procedures

Members of the Title I PAC will adhere to the following election/voting procedures:

- a. Elections will take place at the time of the PTA elections;
- b. Elections will be chaired by the nomination committee, DPAC members or the DPSO;
- c. the Nomination committee will be formed in **February** and the slate presented in March at the following PTA meeting of the election year;
- d. Nomination will be accepted from the floor and closed on the day of elections;

- e. A quorum of **four (4)** parent members must be present to conduct official business of the PA/PTA and PAC;
- f. Only parents with children attending **KAPPA V** can vote;
- g. Absentee ballots/nominations or voting by proxy is **not** permitted;
- h. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PA/PTA and PAC meeting.

PAC has no standing committee

Duties of PAC Officers

The Title I PAC will consist of the following officers: Chairperson, Co-chair, Secretary, Treasurer and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parent membership and vote to remove officer from their responsibilities. Vacancies will be filled by the next highest ranking officer and/or by special election at the next PAC meeting.

The Chair shall preside at all meetings, in service parent workshops, call special meetings, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, present at the annual conference a report of the work and activities of the **KAPPA V** for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title I funded program information and data. Serve as a representative to the District Title I Parent Advisory Council and share all information distributed to the DPAC members. The chair must serve as a voice for NYC children whereby legislators and others may be aware of the concerns of responsible parents in NYC regarding proposed allocations, CEPs, basis for formulas, proposals, etc. And be an ex-officio member of all committees except the nominating committee.

The Co-Chair will have dual responsibilities in the absence of the chair as well as ensure that the minutes, agendas and sign-in sheets for all committee meetings are recorded and secured within the district office. The Co-Chair will be responsible for monitoring the PAC's budget.

The Secretary will prepare, file and ensure the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings. Events are recorded and secured within the school.

The Treasurer will be responsible for preparing the PAC's budget and passing on all financial forms/invoices and receipts to the secretary.

The Designee is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Schools are required to maintain documents that substantiate Title I/PCEN parent involvement activities and expenditures for a period of seven (7) years. Bookkeeping records such as carbonless forms and purchase orders as well programs records including but not limited to meeting minutes and agendas, sign-in sheets, newsletters and flyer, etc must be available for review by local, State or Federal monitors/auditors upon request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with and agreed on with parents of children participating in Title I, Part A programs, as evidenced by Lenore Boney, PTA President. This policy was adopted by the **KAPPA V** and will be in effect for the period of 1 school year. The school will distribute this policy to all parents of participating Title I, Part A children and post on the school's website.

IV. Annual Evaluation of the Parent Involvement Policy

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

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

Each school receiving funds under Title I, Part A of the 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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at 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.

985 Rockaway Avenue
Brooklyn, NY 11221
718-922-4690

2009-2010

Title I School-Parent Compact

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

KAPPA V Responsibilities:	The Parent/Guardian will:
<p>KAPPA V 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 2008-2009.</p> <p>KAPPA V will:</p> <p>Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:</p> <p>Hold parent teacher conferences twice during the school year and discuss this compact as it relates to the individual's child's achievement. Specifically, these conferences will be held during the fall and spring semester.</p> <p>Provide parents with frequent reports on their children's progress.</p>	<p>Promote positive use of my child's extracurricular time;</p> <p>Monitor attendance;</p> <p>Ensure that homework is completed in a timely fashion;</p> <p>Monitor amount of television their children watch;</p> <p>Volunteer in child's school/classroom;</p> <p>Participate as appropriate, in decisions relating to my child's education;</p> <p>Promote positive use of my child's extracurricular time;</p> <p>Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate. (i.e. checking book bags);</p> <p>Serve, to the extent possible, on policy advisory groups. (Improvement Team, the Title I Policy Advisory Committee, the District Wide Policy Advisory council, the State's Committee of</p>

<p>Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:</p>	<p>Practitioners, the School Support Team or other school advisory or policy groups etc.).</p> <p>Enforce School Policies</p>
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<p>KAPPA V Responsibilities cont'd</p> <p>Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:</p> <p>Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely fashion.</p> <p>Involve parents in the joint development of any School Wide Program plan (for School wide Policy schools) in an organized, ongoing and timely fashion.</p> <p>Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parental involvement meeting, such as in the morning or evening, so that as many parents as possible are in attendance. The school will invite and encourage all parents of children participating in Title I, Part A programs (participating students) to this meeting.</p> <p>Provide information to parents of participating students in a uniform format, including alternative formats upon the request of parents with disabilities, and</p>	<p>KAPPA V Student Responsibilities:</p> <p>We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:</p> <p>Do homework every day and ask for help when needed;</p> <p>Read at least 30 minutes every day outside of school time;</p> <p>Give to the adult who is responsible for my welfare all notices and information received from the school on a daily basis;</p> <p>Wear entire school uniform everyday;</p> <p>Show respect for my teachers, school, classmates and myself;</p> <p>Settle differences without resorting to physical or verbal fighting;</p> <p>Conduct myself outside the school with dignity</p>
--	--

to the extent practicable in a language that parents can understand.

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

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

Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, languages and reading.

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

Provide students with the opportunity to be exposed to cultural events during school trips.

ELA Teacher should teach vocabulary words and

and respect.

<p>a) Parents should be given the opportunity to meet the State's proficient and advanced levels of student academic achievement. the National Spelling Bee.</p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • This has been addressed in the School Goals and Action Plan (See Sections V and VI) where parents are informed. <p>b) Use effective methods and instructional strategies that are based on scientifically-based research that:</p> <ul style="list-style-type: none"> o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. 	
---	--

SIGNATURES:

- Extended Day programs offered in ELA and Mathematics
- Saturday Academy program begins in spring before NYS ELA and Math assessments

KAPPA V _____ PAC CHAIR / PTA PRESIDENT _____ STUDENT _____

o Help provide an enriched and accelerated curriculum.

DATE _____ This has been addressed in the School Goals and Action Plan (see Sections V and VI)

o Meet the educational needs of historically underserved populations.

(Please note that this has been addressed in the School Goals and Action Plan (see Sections V and VI))

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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 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.

- This has been addressed in the Annual School Goals and Action Plan (See Sections V and VI).

- o Are consistent with and are designed to implement State and local improvement, if any.
- This has been addressed in the Needs Assessment (see Section IV)

2. Schoolwide reform strategies that:

- This has been addressed in the Annual School Goals and Action Plan (See sections V and VI)

3. Instruction by highly qualified staff.

- All Staff Members are highly qualified.

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.

- Staff Receives professional development from Supervisors, coaches, and Knowledge Network Content Area Specialist.
- Principal and Assistant Principals receive professional development through the Leadership Academy and Knowledge Network and ISC and CSA

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

- Not Applicable - School is fully staffed.

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

- Parent Coordinator and PTA will provide meaningful workshops on current topics.

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.

- not applicable

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.

- This has been addressed in the Action Plan (See Section VI)

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.

see Appendix 1 - Academic Intervention Services

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.

- PAL - Provision of after-school sports, arts programs, and mentoring through the use of the state athletics community outreach for local youth
- NYPD - to provide violence prevention, gang awareness, and drug education

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>(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 school allocation amounts)</i>	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.	Page#(s)
		Yes	No	N/A			
Title I, Part A (ARRA)	Federal	Yes			69332	True	Page 17

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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.)
4
2. Please describe the services you are planning to provide to the STH population. All of our students in Temporary Housing receive counseling services from our school's Guidance Counselor. In addition, they are assigned a social services worker from the state who makes occasional visits to the school to check on the student and investigate any issues the student may have as a result of their Temporary Housing status.

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

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_23K518_021611-143356.doc

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 CFN 301	District 23	School Number 518	School Name KAPPA V
Principal Dellie Edwards	Assistant Principal Thomas Mullin		
Coach Norma Williams	Coach type here		
Teacher/Subject Area Yael Seligman/ESL	Guidance Counselor Alelia Trivers		
Teacher/Subject Area Adriana O'Hagan/Foreign Lang	Parent type here		
Teacher/Subject Area Samantha DeMilt/SpEd	Parent Coordinator Juanita Williams		
Related Service Provider Mariama Varughese/SETSS	Other type here		
Network Leader Joanne Brucella	Other type here		

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	0

C. School Demographics

Total Number of Students in School	260	Total Number of ELLs	4	ELLs as Share of Total Student Population (%)	1.54%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Our part-time fully certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if our school would be an appropriate choice. For students who are assigned to our school not by choice she meets with families during admissions and reviews admission papers obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered, by our ESL specialist, to families who are registering a child for the first time in a New York City school, and an informal oral interview is conducted, also by our ESL specialist, with parents and child to assess the child's ability to understand spoken English. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL specialist will administer the LAB-R assessment within the first ten days of the student's enrollment, to determine student's eligibility to receive mandated ESL services.

Our English Language Learners are assessed annually on the NYSESLAT exam. The administration of the NYSESLAT, including ordering, scheduling, parent notification, administration of all subsections, coordinating the writing scoring session, and packaging, are handled by our ESL specialist. Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services and guide instruction.

2. It is explained to parents by our ESL specialist that the NYCDOE offers three models of ESL instruction. Parents are informed, with brochures, video, and in translation by our bilingual licensed Spanish teacher, that they must select a program model. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and lower level English proficiency students, or families requesting a bilingual program, are interested in registering to attend KAPPA V, accommodations will be offered.

3. At the beginning of the school year, our ESL specialist distributes entitlement letters to students to bring home, informing parents that their child continues to be eligible to receive ESL services during the course of the school day. When these letters are returned to the school, they are stored in a special ELL binder in the principal's office. Other relevant enrollment papers, such as the home language survey and parents' program choice, are kept in students' cumulative DOE folders.

4. At the beginning of the school year, and periodically throughout the school year, our ESL specialist runs ATS reports and consults with the pupil personnel secretary about new admissions to the school. The ESL specialist gathers class schedules from the school programmer, and in consultation with classroom teachers, creates a pullout schedule for the three days she works in our school. As schedules change, due to school wide adjustments and semester changes, the ESL schedule is also adjusted. As much as possible, students are not pulled out from major subject area classes.

All ELLs also meet with the ESL teacher during the 50 minute extended time bloc in the morning.

5/6. KAPPA V is a "choice" school; our ELL parents have made the choice to send their children here, and understand that the only program model we currently offer is a freestanding ESL program. Since our inception, we have never had more than four ELLs in one year. No parents have, as of yet, chosen either a bilingual program or a dual language program. All families of ELLs have selected a freestanding ESL program.

In the six years of our school's existence no families have ever decided not to send their child here because we do not offer either a

beginning level ESL program nor a bilingual program. We have had two students in self-contained special education classes who scored at a beginning level of English proficiency on the NYSESLAT exam. For both of those students, learning disabilities interfered with their reading ability. Their listening comprehension and ability to communicate orally in English were much higher, and both scored at an advanced level on the speaking subset of the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

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
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:
Native American:	White (Non-Hispanic/Latino):
	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							2	1						3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	1	0	0	0	0	0	4

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.

Paste response to questions 1-4 here

KAPPA V LAP Part IV narrative

A. Programming and Scheduling Information

1/2/3. The ELL students in KAPPA V follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, mathematics, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week. Instruction is provided entirely in English.

An itinerant, part-time, fully certified ESL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition to the 50 minute morning Extended Time Tutorial bloc, the four ELL students this year receive pull-out instructional time with the ESL teacher. The student at a beginning level of proficiency is pulled out for at least one period per day; the two students at an intermediate level of proficiency are pulled out for two or three additional periods per week; the one student at an advanced level is pulled out one additional period per week.

Instruction is focused on language development in reading, writing, and oral comprehension; general study skills; vocabulary for appropriate social interactions; and content review for test preparation. Our ESL specialist meets regularly with ELL students' content area teachers to ascertain students' needs, offer ideas to differentiate instruction and assessment for ELLs, and to respond to specific classroom situations and needs.

4. This year all four ELLs are students with IEPs.

Three ELLs are in self contained special education classes, with reading abilities below grade level. One of these students is an emerging reader, and receives support focusing on decoding and comprehension. The other two students receive reading, writing, grammar and vocabulary support, using level-appropriate reading material and engaging in focused classwork as a basis for writing development. Our goal for them is continued progress in their demonstrated skill levels.

One student, with an advanced proficiency level, is in a CTT class. This student has academic skills below grade level. Our goal with him is continued progress in the development of his reading and writing skills.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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?

Paste response to questions 5-14 here Part IV, B, Programming and Scheduling information—Continued

5 & 10. Our school uses data from standardized assessments (NYS & school-wide benchmarks) to help determine appropriate intervention programs for all students. The results indicate to us that what is needed as an appropriate intervention is a strong focus on the development of reading and writing skills across the curriculum. This is recognized as a school-wide need; we have many students reading below grade level. Our curriculum preparation includes Response To Intervention, focusing on specific reading intervention programs for all students. Many strategies that work well for our struggling native English language readers also work well with our ELL students.

Our school is committed to providing academically rigorous instruction for our ELL students utilizing multiple techniques and instructional methodologies to differentiate instruction and assessment in the content area classes: use of graphic organizers, audiovisual materials, advisory program, virtual learning in social studies, laboratory inquiry in science, environmental learning via multicultural field trips, manipulatives in math classes, computer technology in all subject area classes, dramatization/role play, differentiated reading materials, collaborative assignments. Our ESL specialists meets regularly with ELLs' content area teachers.

6. This year we have no former ELLs who scored at a proficient level in the past two years. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. In the past, we had one former ELL who had scored proficient on the NYSESLAT. Our ESL specialist met periodically with his English, social studies, and math teachers to monitor his progress and performance. Occasionally she was asked to review particular language aspects with him, such as mechanics and grammar. He was provided with the test accommodations to which he was entitled.

7/8. For the upcoming year, we are not planning new programs. Nor are we planning to eliminate any programs or services of our ESL program. The ELL population is negligible in our school, only four students in total, less than 2% of the student body.

9. Our ELL students have equal access to all school programs and services. We have no bilingual classes and no self contained ESL classes; our ELLs are all in regular classes.

Our ELL students are given the options to participate in all KAPPA V 's extracurricular activities, Beacon, and PAL programs. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: technology in the classroom, media center and school library, tutoring, and Saturday Academy.

All ancillary services provided to students with IEPs are provided to our ELLs with IEPs: speech, guidance, resource room, and AIS.

10. [see # 5 above]

11. N/A: We do not offer a bilingual nor a dual language program; all instruction is in English.

12. KAPPA V is a middle school; all our programs, resources, and supports are specific to this age group.

13. Because we have so few ELLs, and no recently arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change, we will be sure to consider that.

14. All students in KAPPA V take Spanish as a foreign language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here KV LAP D, PD, 1-3

1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.
2. When we have Grade 8 ELLs, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they understand how to use the high school directory and how to correctly fill out their applications. She reviews the ELLs' high school applications before they are returned to the guidance counselor.
3. All teaching staff receive individualized Professional Development with our in-house Teaching Center instructional coach on differentiation, in addition to school-wide Professional Development held weekly, and on designated PD days, that includes ESL differentiation and training. All school staff, including general education and special education pedagogues and paraprofessionals, administrators, secretaries, guidance, and parent coordinator, are offered opportunities to participate in ESL Professional Development on regularly scheduled PD days in November and June.

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 KV LAP section E, parental involvement

1 & 3 & 4. Parents are surveyed at the beginning of each year, at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. A licensed Spanish bilingual teacher provides translation services for new families, and at all school functions and meetings, at parents request.

ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations, NY State learning standards, graduation, high school admissions, summer learning opportunities, and parenting issues. Translation services, provided by our licensed Spanish bilingual teacher, are offered if requested.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters to foster awareness of issues pertaining to students' academic and social development. Our ESL specialist communicates regularly with ELL families about ESL scheduling and testing information.

At this time, KAPPA V is not partnered with any outside agency to provide workshops specifically for ELL parents; our ELL population remains negligible, with four or fewer students each year. If our demographics shift in the future to higher numbers of ELLs, we would surely consider looking for community partnerships.

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)							1	1						2
Total	0	0	0	0	0	0	3	1	0	0	0	0	0	4

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							3	1					
	P													
READING/ WRITING	B							1						
	I							1						
	A							1	1					
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1			3
7	1				1
8					0
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	

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	2		1						3
7	1								1
8									0
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	2		1						3
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

Paste response to questions 1-6 here KV LAP section B (p. 10)
KV LAP section B (p. 10)

1. For all new admits to our school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities, and years of service. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and guides ESL instruction in our school.

2&3. Because our ELL population is so small, there are no statistically viable trends. In aeneral, we have seen our ELL students tend to be

(Unfortunately, the ESL periodic assessment provides only a quick grammar check, and no assessment of essay writing.)

A close look at our four ELLs and their proficiency levels:

One of our 6th grade ELLs, with five years of service, moved from an intermediate to an advanced proficiency level this past spring.

Another 6th grader, with four years of service, moved from a beginning to an intermediate proficiency level this past spring.

The third 6th grader, with four years of service, has scored at a beginning proficiency level for the past three years; he is a struggling reader.

The 7th grader, with six years of service, has scored at an advanced level for the past three years; he continues to need focused support to bring his reading and writing skills up to grade level.

6. We evaluate the results of our ESL program in a number of ways. We look at students' overall classroom work, their abilities to follow oral and written directions and grade-appropriate tasks. We work with them on discrete skills, related to comprehension and writing strategies. We work with them on reviewing content material, particularly in social studies, because of the textbook work involved, to help them achieve on state standardized tests. Our ESL specialist has a good rapport with our ELLs, their teachers, and families, and this contributes positively to our ELLs' successful integration into school life.

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 KV LAP Add'l info

Most of our ELLs, during the first six years of our school's existence, have been students with IEPs.

Often, their difficulties are not related to second language learning, but are related to their learning disabilities. Progress is hard to ascertain for struggling readers; we believe that the focused instruction and personalized attention given by our ESL specialist is helpful.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Kappa V					
District:	23	DBN:	23K518	School		332300010518

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.2	94.5	93.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	84	90	61				
Grade 7	87	96	102				
Grade 8	92	90	97				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	263	276	260				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.5	96.6	97.4

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	94.6	89.7	91.7

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	1	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	0	0

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	34	30	26	Principal Suspensions	5	10	18
# in Collaborative Team Teaching (CTT) Classes	11	10	16	Superintendent Suspensions	13	7	7
Number all others	14	18	17				

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	21	19	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	6	7
# receiving ESL services only	2	1	TBD				
# ELLs with IEPs	1	2	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	1

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
	1	0	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	42.9	73.7	66.7
				% more than 5 years teaching anywhere	38.1	47.4	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	79.0	79.2
American Indian or Alaska Native	0.4	0.0	0.0	% core classes taught by "highly qualified" teachers	84.2	93.8	87.5
Black or African American	89.4	90.9	85.0				
Hispanic or Latino	8.7	8.0	11.5				
Asian or Native Hawaiian/Other Pacific	1.1	1.1	0.8				
White	0.4	0.0	0.0				
Male	47.1	51.1	52.3				
Female	52.9	48.9	47.7				

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:	v	ELA:
Math:	v	Math:
Science:	v	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	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	36.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	19.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.8		

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

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

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