



**KAPPA VII MIDDLE SCHOOL/13K596
KNOWLEDGE AND POWER PREPARATORY ACADEMY VII
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (13/ BROOKLYN/596)

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 596 **SCHOOL NAME:** Knowledge and Power Preparatory Academy VII

SCHOOL ADDRESS: 300 Willoughby Avenue, Brooklyn, NY 11205

SCHOOL TELEPHONE: (718) 230-3273 **FAX:** (718) 230-0173

SCHOOL CONTACT PERSON: Beatrice Thompson **EMAIL ADDRESS:** bthomps@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rhenaye Hornsby

PRINCIPAL: Beatrice Thompson, IA

UFT CHAPTER LEADER: Shaylene Myers

PARENTS' ASSOCIATION PRESIDENT: Shelia LeTeng

STUDENT REPRESENTATIVE:
(Required for high schools) Dominique Tobin

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: John Sullivan, Replications, Inc.

SUPERINTENDENT: Dr. James Machen

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
Beatrice Thompson/Rhenaye Hornsby	*Principal or Designee	
Shaylene Myers	*UFT Chapter Chairperson or Designee	
Shelia LeTeng	*PA/PTA President or Designated Co-President	
Thelma Mack	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathleen Green	DC 37 Representative, if applicable	
Dominique Tobin & Moses Edwards	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kyle Richardson	CBO Representative, if applicable	
Geoffrey Bryson	Member/Teacher	
William Pulice	Member/Teacher	
Rosa Hicks Miller	Member/Parent/PTA Secretary	
Thabani Leon	Member/Parent/PTA Vice President	
Thelma Mack	Member/Parent	
Venisia Usher	Member/Parent	
Charlene and Alicia Edwards	Member/Parent and Sister	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Overview

The Knowledge and Power Preparatory Academy VII (KAPPA VII) Middle School is the seventh replication of the KIPP (Knowledge Is Power Preparatory Program) Academy located in the Clinton Hills/Fort Greene section of Brooklyn, New York. The KIPP model has already been replicated more than 30 times throughout the country and seven times in New York City as both charter and public schools. The KIPP model was developed to provide educationally underserved and economically disadvantaged students with the skills they need to succeed in competitive high schools and colleges. Like KIPP, the KAPPA schools that Replications, Inc. has developed are college preparatory schools. KAPPA VII currently shares the St. Francis Scott Key MS 117 campus with an academic high school, an alternative high school, and a District 75 middle school.

The educational program includes balanced literacy and balanced mathematics (Impact Math), a blended science program (Glencoe and Foss), and core curriculum based Social Studies program. The instructional team includes the principal, assistant principals, and teachers who collaboratively design, implement and monitor instructional initiatives. The New York State Standards aligned with the new Common Core State Standards drive curriculum planning encompassing curriculum maps, pacing calendars, pre-and post testing, goal-setting, formative and summative assessments, along with the examination of student work, provide the foundation for an academically rigorous instructional plan. ARIS, nySTART, Periodic Interim Assessments, and teacher-created assessments assist in providing framework for reviewing and using these data to plan lessons and make revisions and modifications for academic intervention and enrichment. Common Planning is scheduled for teacher teams by content; grade meetings are conducted during a common period in the school schedule. This period is also utilized for ongoing professional development for our teaching and support staff.

Key elements of the KAPPA model that ensure each student's success include some of the following in features:

- Uniform code
- School pledge and KAPPA chant recited daily
- Student Clubs and Organizations
- KAPPA Loot
- Incentive Trips
- Structure and Organization of KAPPA Culture
- Extended Day
- After School and Saturday Classes
- Mid-Winter Academies for ELA, Mathematics, and Living Environment

In order to join the KAPPA VII community, students, teachers, and parents agree to a Commitment to Excellence Compact, and pledge to abide by the rules and responsibilities outlined in the Compact.

We seek to enroll students and parents who are committed to work diligently to ensure academic and social success of our children.

Students attend school on Mondays and Fridays from 8:00 AM to 2:20 PM, and Tuesdays through Thursdays from 8:00 am to 3:10 PM. Tuesdays through Thursdays and twice a month mandated students are required to attend an extensive Saturday Academy that focuses on improving ELA and math skills. This rigorous schedule provides the additional time and support needed to allow additional time to build math and literacy skills. The expanded school day also allows us to incorporate youth development, arts and cultural activities into the daily schedule. Content area teachers help establish and monitor progress on achieving academic and personal goals. In addition, incoming and returning students are required to attend orientation during the last week of August prior to the start of school.

There is a 100% uniform policy for students while teachers and support staff are encouraged to dress professionally at all times. An incentive program is built into the KAPPA model, known as "KAPPA Loot". Students receive points through loot tickets for wearing proper uniform, demonstrating appropriate classroom behavior, positive participation, coming to class prepared, and completing homework assignments. KAPPA Lotto is a drawing where students trade their KAPPA loot for a greater prize.

Our Community Based Organization, The Sports and Arts in Schools Foundation (SAFA), involves a partnership with KAPPA VII that offers an after school program that provides homework help and tutoring; as well as a sports and arts program. This program is designed to support the school community in bridging the achievement gap for all students. This support is provided during extended days, school vacations, and during the school day through various collaborations with the administration, teachers, parents and partnerships.

An ongoing challenge is the need for increased parental support, student participation, and teacher monitoring and encouragement in following the KAPPA model.

Vision

The KAPPA VII Middle School, K596, is a community of learners working collaboratively to create an environment where students can thrive and grow into skillful, respectful, responsible adults. As a community of learners, we nurture and educate our students through the use of standards-based instruction that meets the needs of all learners.

Mission

The KAPPA VII Middle School, K596, is a young school determined to provide a safe, structured, supportive learning environment for students and teachers undergirded by high levels of academically sound professional development and collaborative standards-driven instruction. Our commitment is to involve all members of our school community, parents and students, teachers and administrators, in an organized plan working collaboratively to produce life-long learners who are academically strong and socially well-balanced leading to highly motivated 21st century adults prepared to participate and offer positive contributions to society.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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:	Knowledge and Power Preparatory Academy VII				
District:	13	DBN #:	13K596	School BEDS Code:	331300010596

DEMOGRAPHICS									
Grades Served in 2009-10:	<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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	77	69	56	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		68	69						
Grade 8			70						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			195				87%		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes			0						
No. in Collaborative Team Teaching (CTT) Classes	1	2	3	Principal Suspensions	2	0	3		
Number all others	0	0	0	Superintendent Suspensions	1	4	3		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes				CTE Program Participants			
# in Dual Lang. Programs				Early College HS Participants			
# receiving ESL services only	3	4	9	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	1	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	8	9	10
Overage Students: # entering students overage for grade (As of October 31)				Number of Administrators and Other Professionals	1	1	3
	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	8	9	10
American Indian or Alaska Native	0	1		Percent more than two years teaching in this school	N/A	6	6
Black or African American	85.3%	115 students	89.2	Percent more than five years teaching anywhere		30	70
Hispanic or Latino	13.3%	18 students	9.2				
Asian or Native Hawaiian/Other Pacific Isl.	1.3%	1 student	.5	Percent Masters Degree or higher	75	66.6	68
White	0	1 student		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial		1 student					
Male	41.3%	70 students	53				
Female	58.7%	67 students	46.7				

2009-10 TITLE I STATUS				
<input type="checkbox"/> X 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
Differentiated Accountability Phase:	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructuring – Year 1
<input type="checkbox"/> Restructuring – Year 2	<input type="checkbox"/> Restructuring – Advanced	

Differentiated Accountability Category:

<input type="checkbox"/> Basic	<input type="checkbox"/> Focused	<input type="checkbox"/> Advanced
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Individual Subject/Area Outcomes	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. 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							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√ Made AYP	X Did Not Make AYP	X* Did Not Make AYP Due to Participation Rate Only
√ ^{SH} Made AYP Using Safe Harbor Target	– Insufficient Number of Students to Determine AYP Status	

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	D	Overall Evaluation:	UPF
Overall Score	25.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment (Comprises 15% of the Overall Score)	3.0	Quality Statement 2: Plan and Set Goals	P
School Performance	1.5	Quality Statement 3: Align Instructional	UPF

(Comprises 25% of the Overall Score)			Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	19.0		Quality Statement 4: Align Capacity Building to Goals	P
Additional Credit	1.5		Quality Statement 5: Monitor and Revise	UPF
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

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 school's 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?
-

STRENGTHS - ACCOMPLISHMENTS - CHALLENGES

STRENGTHS

- KAPPA VII is in good standing as per the New York State Accountability Status.
- Staff members are immersed in professional learning and collaborative common planning teams to develop expertise in best practices in the content areas and in interdisciplinary approaches.
- Staff and students embrace the KAPPA model which includes wearing uniforms, reciting pledges and chants which create a spirit of community and belonging.
- The parental support given by our Parent Teacher Association is strong; and we have parent volunteers who work within the school to support students and staff.
- KAPPA VII students participate in clubs during lunch hours and after school to enhance social and emotional growth (science sleuths, math online, literature circles, technology club, service learning, crocheting, bookmaking, public speaking, and glee club).
- Our Student Government works with principal and staff to negotiate student activities, trips and incentive programs.
- Incentive trips accentuate the positive behaviors and student accomplishments.

ACCOMPLISHMENTS

- KAPPA VII has developed comprehensive curriculum maps and skills focused pacing calendars guided by New York State and Common Core State Standards lesson planning.
- Our Professional Development Plan provide ongoing teacher training for whole group, small group and independent teacher professional growth plans with the administrators and lead teachers.
- KAPPA VII conducts an Annual Science Fair highlighting student work and achievement in project-based learning.
- Select students are enrolled in Living Environment Regents class and receive credit toward high school coursework.
- We have integrated more technology across the curriculum; and have created a technology club that meets after school three times each week.

- The KAPPA VII Read-a-thon rewards students with trips and social gatherings encouraging a love of reading and reflective thinking.
- Through our Community Based Organization, Sports and Arts Foundation in Schools Association (SAFSA), students participate in after school programs that offer homework help, social growth through a teen talk groups, sports and various forms of the arts.
- KAPPA VII and SAFSA present special events that highlight students' talents and sportsmanship.
- We have begun to use data more extensively and with greater focus on targeted sub-groups.

CHALLENGES/BARRIERS

- ACADEMIC GROWTH - ELA and Math scores declined school-wide.
- LEARNING ENVIRONMENT SURVEY DATA indicated KAPPA VII performed significantly below other middle schools in New York City in communication; but remained the same in student engagement and respect.
- DATA-DRIVEN DECISION MAKING - KAPPA VII must make data-driven decisions when planning and implementing lessons incorporating more differentiated strategies and academic rigor.
- DIFFERENTIATED TEACHING AND LEARNING – We are working on increasing student engagement and academic success by grouping for instruction more rigorously based on student work, NYS Exams, Acuity and teacher assessments.
- TEACHER ACCOUNTABILITY – We have put in place modules to better monitor and collaborate on ways to support teacher accountability and effectiveness.
- FUNDING – Funding is insufficient to support the level of support we need for our students (limited technology equipment, limited resource materials to support instruction, lack of funds for arts in education and special incentive programs and clubs).

I. Student Performance Trends

- A. There is a school-wide deficiency in mathematics and reading.
- B. NYS ELA and Math Exams and Acuity data reveals, our scholars need extensive assistance in mastering the following math and ELA skills and sub-skills:
 - a) Addition, subtraction, multiplication and division on all levels
 - b) Reading and interpreting graphs
 - c) Reading and interpreting data represented graphically (pictograph, bar graph, histogram, line graph, double line/bar graphs or circle graph)
 - d) Displaying data graphically
 - e) Measuring and identifying geometric shapes and
 - f) Representations
 - g) Drawing image of a figure under rotations of 90 and 180 degrees
 - h) Adding and subtracting polynomials (integer coefficients)
 - i) Recognizing organizational formats to assist in comprehension of informational texts
 - j) Comparing and contrasting information about one topic from multiple sources
 - k) Reading to collect and interpret data, facts, and ideas from multiple sources
 - l) Drawing conclusions and making inferences on the basis of explicit and implied information
 - m) Determining the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)
 - n) Using knowledge of structure, content, and vocabulary to understand informational text

- o) Determining how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent
- C. Writing deficiencies, including grammar, spelling, format and organization
 - a) The lack of parental involvement in the school and support of students in completing homework assignments, project-based learning assignments and projects, studying for assessments, and overall support for the student is pervasive.
 - b) The teaching staff has had a high turn-over rate since the school opened three years ago. At least one-third of the teaching staff has been replaced each year.
 - c) Teachers need comprehensive professional development to improve instructional practice to delve more around deeply into the using data to drive instruction.

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.

- I. To support teachers in building and strengthening curriculum mapping to increase rigorous classroom instruction that supports high expectations for student outcomes. By the end of the 2010 – 2011 school year, core subject teachers (ELA, Math, Science, and Social Studies) will create and use interdisciplinary curriculum maps aligned to current and evolving State standards.
- II. To support all teachers in developing rigorous assessments aligned with current city and evolving state standards. Core subject teachers will develop rigorous formative and summative assessments aligned to current and evolving common core standards.
- III. To increase student performance on State and Periodic Assessments by June 2011 by 2%. English Language Arts and literacy strategies will be integrated across core subject curriculums. Core also subject teachers will incorporate literacy skills into lessons and assessments.
- IV. To establish inquiry teams and a process for informing staff of team findings. Two inquiry teams: 1) Establishing protocols for examining data and student work; 2) Align and integrate the evolving common core standards with instructional practices will utilize relevant and appropriate data to improve student work.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>After conducting a needs assessment, it was found that the percentage of students making at least one year of progress in SY 2009-10 has declined from SY 2008-09. As a result, we will continue to focus on making progress in English Language Arts a priority goal for the 2010 - 11 school year. The percentage of students making at least one year's progress will increase by at least 2% by June 2011 as measured by the NYS ELA Assessment.</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>Action Plan All students in grades 6-8 are targeted. Administrators, English Language Arts teachers and enrichment teachers will implement the following strategies and activities beginning in September 2010:</p> <ol style="list-style-type: none"> 1. We have included a 90 minute Literacy Block for all ELA classes utilizing parts of the Balanced Literacy Workshop Model allowing more time to develop comprehension and writing skills. Each class will have at one enrichment class per week. 2. Curriculum maps and pacing calendars are aligned to focus on reading strategies (questioning, summarizing, synthesis, evaluation and creativity); and writing across the curriculum to improve writing and reading proficiency, for example, author studies/genre studies/academic vocabulary and skill development infused across content areas. 	

**Aligning Resources:
Implications for Budget,
Staffing/Training, and Schedule**
*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.*

Aligning Resources• Kaplan and the Coach materials are utilized to support and enrich the Balanced Literacy Program. Academic language and comprehension resource materials also supplement the literacy program particularly our level 1s and 2s.

- Smartboards and laptops are used where available to support instruction in class, after school and Saturday Academy enrichment programs. Acuity, teacher assessments and benchmarks monitor skill development and reading comprehension.
- Student-centered book clubs (led by staff) one period per week were created to engender a love of shared reading and discussion to promote life-long learning in an informal setting.
- A Collaborative Team Teacher has been added to the teaching staff for our CTT class in 8th grade; in addition to the CTT teacher already in place for grades 6 and 7.
- Two inquiry teams focus on (a) aligning NYS and CCSS standards to meet student needs and (b) to delve deeper into the data to provide intervention for those students below and approaching standards in reading and/or math to bridge the gap in achieving at higher levels; and provide additional support to students on grade

<p>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. <i>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.</i></p> <p>Indicators of Interim Progress Subject/Area (where relevant): and/or Accomplishment <i>Include: interval (frequency) of</i></p>	<p>level so as to move them further up the ladder of achievement. We will meet these goals by designing a differentiated approach depending on the needs of the students.</p> <p>Interim Progress and/or Accomplishment</p> <p>1. Teachers will assess student progress through pre- and post tests, quizzes and unit tests, portfolio assessments weekly, bi-monthly and mid-term to re-evaluate the effectiveness of these instructional strategies.</p> <p>Mathematics</p>	<p>Reminder: 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.</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After conducting a needs assessment, it was found that the percentage of students making at least one year of progress in SY 2009-10 has declined from SY 2008-09. As a result, we will continue to focus on making progress in Mathematics a priority goal for the 2010 – 11 school year. The percentage of students making at least one year's progress will increase by at least 2% by June 2011 as measured by the NYS Mathematics Assessment.</p> <p>Social Studies, Science and cluster teachers confer and collaborate to examine the student work comparing and measuring comprehension and writing in the examination of student work samples, individual Acuity results, teacher assessments measuring progress in reading, listening and writing skills. Content area team meetings and grade level team meetings occur on alternating days thus providing the opportunity for both content area collaboration and grade level inquiry-based conversations and reflection to take place. Student work will be reviewed ongoing and discussed with students; and progress reports will be shared with students and parents.</p>	<p>students making at least one year of progress in SY 2009-10 has declined from SY 2008-09. As a result, we will continue to focus on making progress in Mathematics a priority goal for the 2010 – 11 school year. The percentage of students making at least one year's progress will increase by at least 2% by June 2011 as measured by the NYS Mathematics Assessment.</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>Action Plan</p> <p>All students in grades 6-8 are targeted. Administrators and Mathematics teachers will implement the following strategies and activities beginning in September 2010:</p> <ol style="list-style-type: none"> 1. We have included a 90 minute Mathematics Block for all Mathematics classes utilizing the Balanced Mathematics Workshop Model allowing more time to develop basic foundational skills in addition, subtraction, multiplication and division; and to provide more time for differentiated learning. 2. Curriculum maps and pacing calendars are aligned to focus on mathematical concepts aligned to the New York State Learning Standards guided by the Common Core State Standards; and skill development based on NYS Mathematics exam and Periodic Assessments, pre- and post tests (problem-solving, graphic representations, reading and interpreting data), and developing an understanding and proficiency of algebraic and geometric 	<p>SECTION VI: ACTION PLAN</p>

	<p>concepts and skills.</p> <p>3. Common planning periods have been scheduled into the school day for content and grade level team meetings allowing teachers and administrators time to collaborate on best practices and effectiveness of instructional practices, as well as provide time for professional growth in teacher effectiveness.</p> <p>4. Students have the opportunity to attend after school math homework help three times per week, bi-monthly Saturday Academies, and tutoring during lunch or after school. Students also may attend the SASFA for homework help.</p> <p>5. We use Math Journals to promote writing to build thinking and processing skills and academic vocabulary in Math; and goal-setting and progress reports are shared with students and parents each month.</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><u>Aligning Resources</u></p> <ul style="list-style-type: none"> • Kaplan and the Coach materials supplement the core curriculum to support and enrich the Balanced Mathematics Model. Academic vocabulary and comprehension resource materials will also supplement the literacy program. • Smartboards and laptops will be used where available to support instruction in class, after school and Saturday Academy enrichment programs using individual student Acuity results as well as teacher assessments and benchmarks to monitor skill development and reading comprehension. • Student-centered book clubs (led by staff) one period per week are created to engender a love of shared reading and discussion to promote life-long learning in an informal setting. • A Collaborative Team Teacher has been added to the teaching staff for our CTT class in 8th grade; in addition to the CTT teacher already in place for grades 6 and 7. • Two inquiry teams focus on (a) aligning NYS and CCSS standards to meet student needs and (b) to delve deeper into the data to provide intervention for those students below and approaching standards in reading and/or math to bridge the gap in achieving at higher levels; and provide additional support to students on grade level so as to move them further up the ladder of achievement. We will meet these goals by designing a differentiated approach depending on the needs of the students.

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Examination of student work from pre- and post tests, homework samples, journal entries, exit slips, individual class work samples, tests/quizzes and portfolio assessment will be used to analyze student growth. Item Analysis from periodic assessments as compared to NYS exams will be used to assess skill development and conceptual understanding and proficiency of mathematical concepts. Student work will be examined ongoing and discussed with students; and progress reports will be shared with students and parents. 2. Curriculum maps and skills pacing calendars are revised and adjusted to reflect student progress or the lack thereof to reflect and intervene when necessary to increase student outcomes and achievement. 3. Mathematics teachers confer to examine student work comparing and measuring comprehension and writing through the examination of student work samples, individual Acuity results, teacher created assessments measuring progress in reading, listening and writing skills. Content area team meetings and grade level team meetings occur on alternating weeks providing the opportunity for both content area collaboration and grade specific inquiry-based conversations and reflection to take place. Student work is examined ongoing and discussed with students; and goal-setting and progress reports are shared with students and parents each month. 4. Mathematics resource materials include benchmarks for measuring proficiency in concept knowledge and skill development. Students receive pre- and post assessments bi-monthly to determine the effectiveness of instruction and student learning. Student is examined ongoing and discussed with students; and progress reports will be shared with students and parents. 5. Math journals will be used as diagnostic tools to assess student understanding of key concepts and problem-solving skills. <ul style="list-style-type: none"> ○ Teachers will be able to diagnose where students are along the continuum of developing a particular concept or skill set. Teachers will also be able to monitor and assess fluency in numeracy in number concepts and operations (addition, subtraction, multiplication and division)

	<p>humanities meetings and/or PLC's to provide appropriate cross-curricular instruction with ELA that will further serve all students ensuring appropriate subject connections and academic vocabulary language development.</p> <p>2. Incorporate more technology into classroom instruction via the use of interactive white boards, as well as weekly objective sheets for more effective formative assessment evaluation and tracking.</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>	<ol style="list-style-type: none"> 1. The department will track student progress through subject-area and interim assessments throughout the year, designing universal summative assessments, periodically reviewing students progress quarterly through monthly progress reports, report cards, teacher anecdotes, and Acuity data, adjusting subject area curriculum accordingly during and social studies departmental and common planning team meetings. 2. Will create a social studies website that will fully inform all stakeholders of all instructional activities and assignments, in addition to ensuring transparency. 3. Signed correspondence contract with all parents/guardians to ensure more accountability. 4. Laptops and a computer lab will be needed for those students who do not have computer access to complete various research projects and department exit project. 5. Two inquiry teams focus on (a) aligning NYS and CCSS standards to meet student needs and (b) to delve deeper into the data to provide intervention for those students below and approaching standards in reading and/or math to bridge the gap in achieving at higher levels; and provide additional support to students on grade level so as to move them further up the ladder of achievement. We will meet these goals by designing a differentiated approach depending on the needs of the students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Students will demonstrate or show continued progress towards mastery skill on formative and summative assessments, pre-post testing, quiz, Teacher Observations, portfolios, journal entry, DBQ essays and research projects will be assigned for each unit throughout the school year. 2. Students work will be examined ongoing and discussed with students; progress reports will be shared and discussed with students and parents.

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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	After analyzing the NYS ELA Assessments, we decided to focus on teaching specific reading and writing skills as we teach science concepts. We will increase science content knowledge by one grade level; and support English Language Arts reading and writing development by 2% by June 2011.
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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>Core Curriculum in Science – Blend using Glencoe, FOSS and SEPUP) aligned to NYS Standards and New York City Science Scope and Sequence.</p> <p>All students in grades 6-8 are targeted for increased literacy in the content area implementing the following strategies:</p> <ol style="list-style-type: none"> 1. Engage students in hands-on project based learning designed to lead to a greater understanding of the scientific method and its applicability in real-life situations, by aligning classroom instruction to individual student needs as assessed by pre- and post tests and formative and summative assessments 2. Increase inquiry-based activities and hands-on activities so that students can make connections to the concepts taught; and incorporate community-based projects to allow students, parents and community members to get involved in the whole education process. 3. School-wide Science Fair to evaluate and showcase student work. 4. Monthly goal setting, where students set goals and plan how to achieve them and providing differentiated learning based. 5. Provide basic and important mathematical skills (graphing, addition, subtraction, multiplication, division, averaging, and percentage) needed to be successful in understanding and application of the concepts.
<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>Professional Development After analyzing ELA scores, it was decided that our goal for this year is to teach literacy skills through science.</p> <ul style="list-style-type: none"> • Technology in the classroom (computer center in the classroom) • Use of SMARTBOARD technology to enhance instructional practice • ASCD (Association for Supervision and Curriculum Development) Annual Conference – Differentiation and UbD (Understanding by Design) NSTA (National Science Teachers Association) National Annual Conference – Differentiation, Hands-on Activities, and Literacy. • Common planning to collaborate with content area and grade level colleagues to modify and revise instructional approach and curriculum maps and pacing calendars • Two inquiry teams focus on (a) aligning NYS and CCSS standards to meet student needs and (b) to delve deeper into the data to provide intervention for those students

	<p>below and approaching standards in reading and/or math to bridge the gap in achieving at higher levels; and provide additional support to students on grade level so as to move them further up the ladder of achievement. We will meet these goals by designing a differentiated approach depending on the needs of the students.</p> <ul style="list-style-type: none"> • Spring sessions for after-school Academy for both Science and Living Environment.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Bi-weekly assessments on topics covered; and unit assessments at the end of the unit of study. Projects both practical-based (hands-on) and research-based utilizing the technology center in the classroom as well as school and neighborhood libraries. <ol style="list-style-type: none"> a) Address student listening skills through note-taking and written lab work. b) Examine academic growth through the use of portfolios and work folders, mid-term exams based on spiraling class work and homework. c) Weekly lab activities linking theory to practical with written observations by students to enhance critical thinking and the ability to write proper sentences, paragraphs, and theories, thus preparing them for the ELA and/or science assessment. d) Journal writing for informal and formal assessments to strengthen writing and reasoning skills. 2. Student work will be examined ongoing and discussed with students and grade level teachers; progress reports will be shared with students and parents. 3. Living Environment content and testing. 4. Students work will be examined ongoing and discussed with students; progress reports will be shared and discussed with students and parents each month. 5. Confer with math team to measure evidence of increased achievement in these skills.

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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A			N/A	N/A	N/A	N/A
5	N/A	N/A			N/A	N/A	N/A	N/A
6	26	22			6	1	4	1
7	24	42			4	3	6	1
8	25	26			13	3	5	2
9	N/A	N/A			N/A	N/A	N/A	N/A
10	N/A	N/A			N/A	N/A	N/A	N/A
11	N/A	N/A			N/A	N/A	N/A	N/A
12	N/A	N/A			N/A	N/A	N/A	N/A

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	<ul style="list-style-type: none"> • Students receive Academic Intervention Services in English Language Arts September – June through enrichment classes built into the school day schedule using NYS Coach, Kaplan, Steps Up to Success and Vocabulary Development Through Root Words. • During AIS periods, students are guided, through individual and small group practice, through strategies that support the development of academic language and skills. In addition, small group tutoring is available during the school day and after school throughout the school year. • An Integrated Co-Teacher works with small groups of students in our ICT classes (one class per grade).
Mathematics:	<ul style="list-style-type: none"> • Students receive Academic Intervention Services in English Language Arts September – June through enrichment classes built into the school day schedule using NYS Math Coach, Kaplan and Math Content Vocabulary System. • During AIS periods, students are guided, through individual and small group practice, through strategies that support the development of academic language and skills. In addition, small group tutoring is available during the school day and after school throughout the school year. • An Integrated Co-Teacher works with small groups of students in our ICT classes (one class per grade).
Science:	<ul style="list-style-type: none"> • Students receive Academic Intervention for Living Environment Regents Preparation two times a week after school in preparation for the Grade 8 Living Environment Regents Exam. • During AIS periods, students are guided, through individual and small group practice, through strategies that support the development of academic language and skills. In addition, small group tutoring is available during the school day and after school throughout the school year. • An Integrated Co-Teacher works with small groups of students in our ICT classes (one class per grade).

	per grade).
Social Studies:	<p>Social Studies students are supported through English Language Arts cross curricular planning curriculum.</p> <p>During AIS periods, students are guided, through individual and small group practice, through strategies that support the development of academic language and skills. In addition, small group tutoring is available during the school day and after school throughout the school year.</p> <p>An Integrated Co-Teacher works with small groups of students in our ICT classes (one class per grade).</p>
At-risk Services Provided by the Guidance Counselor:	<p>Guidance Counselor services include conflict resolution and peer-to-peer conferencing, one-to-one and small group counseling, homework assistance, and tutoring.</p> <p>a. Guidance Counselor</p> <p>Overall Guidance Goals are:</p> <ul style="list-style-type: none"> • To increase academic success of holdover students and help move students to next grade by providing “at risk” counseling on a continuous basis. • To provide emotional support for students and staff in the building by developing staff workshops and running student groups. • To provide and create a school environment of caring and positive energy by promoting student success and different initiatives to promote student learning. • Counselor analyzes data from ATS, STARS, HSST, and ARIS to track academic progress of “at risk” and special education students • Counselor studies overall school academic trends with administration and teachers • Counselor uses the Student Enrollment Management System (SEMS) to put in student choices for High Schools and register students for the Specialized High School Exam • Counselor also provides students with High School Articulation materials

At-risk Services Provided by the School Psychologist:	<p>As a part of the School Assessment Team, the school psychologist:</p> <ul style="list-style-type: none"> • Student referrals • Classroom observations • Testing
At-risk Services Provided by the Social Worker:	<p>Mediation Services are needed to assist in minimizing student infractions as outlined in the chancellor’s discipline code of conduct.</p> <p>Part-time Social Worker:</p> <ul style="list-style-type: none"> • The social worker works with at-risk, mandated and 8th grade holdover students. • A social worker was assigned to the school in years 1-3 and provided services two to three times per week. • As of February 1, 2011, this social worker will longer service KAPPA VII due to a shortage in funding. • Caseload of discontinued social worker split between guidance counselor and shared campus social worker (works in four schools); therefore assignment for this social worker is much lower.
At-risk Health-related Services:	Four of our students receive health-related services each day.
At-risk Community Based Organization:	<p>Our CBO, Sports and Arts for Foundations in Schools (SASF) provides:</p> <ul style="list-style-type: none"> • Supplemental educational services tutoring struggling students in English Language Arts and Mathematics • This program provides extra “time on task” for students led by NYS –certified teachers in a small group format to help raise the skills of students. • SASF offers homework help and social and emotional support through “Teen Talk” designed to help students build self-worth and self-esteem. • Special events and sports programs also help foster improved self-image and accomplishments.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – 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).
- Our school’s 2009-10 Title III program narrative and budget has been revised for 2010-11 (pending allocation of Title III funding). The revised Title III plan is described in this section.

Form TIII – A (1)(a)

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

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.

Form TIII – A (1)(b)

School: 13K596 BEDS Code: 331300010596

**Title III LEP Program
School Building Budget Summary**

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	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,020)	(Example: 2 Rosetta Stone language development software)

		packages for in school and after school ESL program)
Travel		
Other		
TOTAL		

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.
 - **Refer Language Allocation Policy (see page 2)**
 - a. **We have in-house staff members who translate for our Spanish speaking families.**
 - b. **We have in-house staff members who translate who translate for our Bengali family.**
 - c. **We have in-house staff members who translate for French-based language families.**
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.
 - Refer Language Allocation Policy (see page 2)

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.
 - **Refer Language Allocation Policy (see page 2)**
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.
 - **Refer Language Allocation Policy (see page 2)**

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>.
 - **Refer Language Allocation Policy (see page 2 and 8)**

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:	\$20,750	\$208	\$20,958
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,542		\$1,542
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,712	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,069	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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.

General Expectations

I. Knowledge and Power Preparatory Academy VII agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of all parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated in consultation with parents and student representatives of our school.
- The school will ensure that the required school-level parental involvement policy meets with 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 parental involvement policy into our school improvement plan.
- In following through the Title I, Part A parental involvement requirements, the school will make every effort to provide 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 1111 of the ESEA in an understandable and uniform format; providing alternative formats upon request in a language that parents understand as much as possible.
- The school will provide parents of the children served in Title I, Part A in decisions about how one percent of the Title I funds reserved for parental involvement are spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities ensuring –
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents are full partners in their child’s education and are included, as appropriate, in the decision-making and serve on advisory committees to assist in the education of their child; the carrying out of other activities, such as are described in section 1118 of the ESEA.

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

- a. Knowledge and Power Preparatory Academy VII will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: discuss at leadership team meetings, PTA Executive Board Meetings, PTA Meetings.
- b. Knowledge and Power Preparatory Academy VII will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: have CEP training and planning sessions.

- c. **Knowledge and Power Preparatory Academy VII** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: discussion at school leadership meetings, workshops on the interpretation and utilization of data, workshops on study skills, standardized testing.
- d. **Knowledge and Power Preparatory Academy VII** will coordinate and integrate Title I with parental involvement strategies under the following programs: Saturday Learning Center, After-school and morning program, tutorials, SIFE, Title III, Enrichment classes, Math tutoring during lunch time or afterschool and Saturdays, Test preparation workshops in literacy and math.
- e. **Knowledge and Power Preparatory Academy VII** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents). The evaluation will be conducted in the following ways: Surveys will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PTA will be responsible for creating, distributing and collecting of the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teachers and submitted to the leadership team. The leadership team members will compile the results into a table. Results will be discussed, a list of conclusions will be drawn and an action plan devised.
- f. **Knowledge and Power Preparatory Academy VII** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a) 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 described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: standardized test workshops, Acuity workshops, parent teacher conferences, dissemination of the New York State Parent Report, utilizing the Acuity.
 - b) The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: offering workshops.

- c) **The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering workshops to parents conducted by the Parent Coordinator.**

2. School-Parent Compact – See enclosed below.

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.

SCHOLAR'S COMMITMENT

I fully commit to KAPPA VII in the following ways:

- **I will arrive at KAPPA VII every day by 8:00 AM, Monday-Friday. I will remain at KAPPA VII until 3:10 PM, Tuesday-Thursday, and until 2:20 PM on Mondays and Fridays**
- **I will come to KAPPA VII on the appropriate Saturdays at 9:00AM and remain until 12:00PM**
- **I will attend KAPPA VII during summer orientation**
- **I will always work, think, and behave in the best way I know how and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night; I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.**
- **I will always make myself available to my parents and teachers to address any concerns they may have.**
- **I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my KAPPA VII teammates and give everyone respect.**
- **I will follow the KAPPA VII dress code.**
- **I am responsible for my own behavior.**

Failure to adhere to these commitments can cause me to lose various KAPPA VII privileges and can lead to my expulsion from KAPPA VII.

PARENT/GUARDIAN'S COMMITMENT

We fully commit to KAPPA VII in the following ways:

- **We will make sure our child arrives at KAPPA VII every day by 8:00 AM, Monday-Friday.**
- **We will make arrangements so our child can remain at KAPPA VII until 3:10PM Tuesday-Thursday and until 2:20 PM on Mondays and Fridays.**
- **We will make arrangements for our child to come to KAPPA VII on the appropriate Saturdays at 9:00AM and remain until 12:00PM**
- **We will insure that our child attends KAPPA VII summer orientation.**
- **We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.**
- **We will always make ourselves available to our children and the school to address any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible and we will read carefully all the papers that the school sends home to us.**
- **We will allow our child to go on all KAPPA VII field trips.**
- **We will make sure that our child follows the KAPPA VII dress code.**
- **We understand that our child must follow the KAPPA VII rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.**

Failure to adhere to these commitments can cause my child to lose various KAPPA privileges and can lead to my child's expulsion from KAPPA VII.

PROFESSORS' COMMITMENT

We fully commit to KAPPA VII in the following ways:

- **We will arrive at KAPPA VII every day 10 minutes before scheduled work hours.**
- **We will come to KAPPA VII on the appropriate Saturdays at 9:00AM and remain until 12:00PM.**
- **We will Participate in one week of Professional Development and teach one week of KAPPA summer orientation during the last week of August.**
- **We will always teach in the best way we know how and we will do whatever it takes for our students to learn.**
- **We will always make ourselves available to students and parents to address any concerns they might have.**
- **We will always protect the safety, interests, and rights of all individuals in the classroom and school.**
- **We will keep families informed of any academic needs or difficulties our students might be experiencing.**
- **We will attend retreats, planning sessions, and professional development, as well as participate in planning, implementation, and maintenance of the KAPPA VII philosophy. attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).**

- **The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted in the following ways: Surveys will be distributed to all parents through mailings and student handouts. Parent Coordinator along with the PTA will be responsible for creating, distributing and collecting of the surveys. Parental roles will be determined by the results of the survey. The survey will be collected by the homeroom teacher.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - **This has been addressed in the Needs Assessment (See section IV, pages 12-14).**
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
 - **This has been addressed in Section VI (pages 16-26)**
3. Instruction by highly qualified staff.
 - **This has been addressed in Section VI (pages 16-26)**

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.
 - **This has been addressed in Section VI (pages 12-14)**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **We pre-screen candidates and invite senior staff and parents to join the interview process. We give ongoing forums and professional development as well as conduct "Terrific New Teacher Team" meetings who meet regularly with team leaders, administrators, and mentor-teachers.**
 - **We are in constant communication with HR requesting highly qualified teachers who would be a good fit for our school community.**
 - **We interview teachers who are highly recommended; and who have a track record of producing high student outcomes.**

6. Strategies to increase parental involvement through means such as family literacy services.
 - **The Parent Coordinator conducts workshops for parents and distributes literature and resources to improve and develop academic skills.**

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Two inquiry teams focus on (a) aligning NYS and CCSS standards to meet student needs and (b) to delve deeper into the data to provide intervention for those students below and approaching standards in reading and/or math to bridge the gap in achieving at higher levels; and provide additional support to students on grade level so as to move them further up the ladder of achievement. We will meet these goals by designing a differentiated approach depending on the needs of the students.**

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.
 - **Refer to previous section (See page 30)**

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.

- See section Appendix 1 Part B – Guidance Counselor and Social Worker Section

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>	(✓) Verification that the school has met the intent and purposes of each program whose funds are consolidated.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal		✓			
Title I, Part A (ARRA)	Federal	✓			\$208.00	
Title II	Federal		✓			
Title III	Federal		✓			
Title IV	Federal		✓			
IDEA	Federal		✓			
C4E	State	✓			\$22,926	
Tax Levy	Local		✓			

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.

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.
 - **This has been addressed in Section VI (pages 16-26)**

2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - **This has been addressed in Section VI (pages 16-26)**

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:
 - Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - Help provide an accelerated, high –quality curriculum, including applied learning; and
 - Minimize removing children from the regular classroom during regular school hours;

 - **This has been addressed in Section VI (pages 16-26)**

4. Coordinate with and support the regular educational program;
 - **We provide lunch time, after school tutoring and Saturday Academies in Mathematics and English Language Arts to help increase students learning and academic development using New York Coach, Kaplan materials and Vocabulary Development resources.**

5. Provide instruction by highly qualified teachers;
 - **All of our teachers are highly qualified teachers.**

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - **Professional development is provided by principal and assistant principals**

- **Teachers attend professional development provided by Hunter College in Balanced Mathematics, Rtl for Mathematics teachers, and supporting ELLs and Special Education students in Mathematics**
- **Team members attend Social Learning training provide by our network, Replications, Inc.**
- **Members of Data Team attend Data Inquiry series provided by Replications, Inc.**
- **Administrators attend leadership series provided by Council of Supervisors and Administrators (CSA Education Leadership Institutes).**

7. Provide strategies to increase parental involvement;

- **Parents receive a monthly calendar and newsletter from KAPPA VII and our CBO, SASF, informing families of upcoming school events and highlight special programs.**
- **We incorporate the “Phone Blast” system that sends block messages out to parents informing them of school related activities, events and concerns regarding specific student issues.**
- **PTA and School Leadership Team meetings are held monthly to discuss plans for the school both academically and socially.**
- **Our Parent Coordinator reaches out to parents; and conducts workshops and information sessions.**
- **A monthly goal-setting and progress report is shared with students and mailed to parent to share student strengths and areas for growth.**

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

- **This has been addressed in Section VI (pages 16-26)**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR² Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

- As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
- Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

There are four students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - b. Additional academic intervention is available in AIS Enrichment classes, during lunch time, after school and Saturday Academies
 - c. Incentives are provided for students based on attendance and punctuality.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Knowledge and Power Preparatory Academy VII Middle					
District:	13	DBN:	13K596	School	331300010596	

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		89.6	89.6	88.8
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		90.9	88.5	94.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	68	56	44	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	70	69	63		60.0	87.0	69.1
Grade 8	0	70	71				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	10	10
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	138	195	178	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	3	Principal Suspensions	1	1	2
# in Collaborative Team Teaching (CTT) Classes	0	15	10	Superintendent Suspensions	1	9	8
Number all others	20	12	10				

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	8	8	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	1	1	4
# receiving ESL services only	4	0	TBD				
# ELLs with IEPs	0	0	TBD	Number of Educational Paraprofessionals	0	0	0

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	10	% fully licensed & permanently assigned to this school	100.0	100.0	91.7
				% more than 2 years teaching in this school	0.0	0.0	26.7
				% more than 5 years teaching anywhere	0.0	25.0	53.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	50.0	60.0
American Indian or Alaska Native	0.7	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	90.3	100.0
Black or African American	84.1	89.2	84.3				
Hispanic or Latino	13.8	9.2	14.6				
Asian or Native Hawaiian/Other Pacific	0.7	0.5	0.6				
White	0.0	0.0	0.6				
Male	50.7	53.3	50.6				
Female	49.3	46.7	49.4				

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,					
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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:		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					
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				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	UPF
Overall Score:	25	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	UPF
School Environment:	3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	1.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	19		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Replication	District 13	School Number 596	School Name KAPPA VII
Principal Beatrice Thompson		Assistant Principal Rhenaye Hornsby	
Coach Not Applicable		Coach Not Applicable	
Teacher/Subject Area M. Matthew/S. Myers /ELA		Guidance Counselor Amira Michaeli	
Teacher/Subject Area K. Warner/ A. Gonzalez /Math		Parent Thelma Mack	
Teacher/Subject Area B. James /Spanish		Parent Coordinator K. Green	
Related Service Provider J. Gonzalez/V. Pabon		Other type here	
Network Leader John Sullivan		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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	12

C. School Demographics

Total Number of Students in School	176	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	6.82%
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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. When a new student who has not previously attended New York City public school arrives at Knowledge And Power Preparatory Academy VII (13K596) the parent/guardian is given the Home Language Survey in his or her preferred language. If the survey indicates that the child speaks a language other than English at home, then the parent/guardian is interviewed by the educator in the preferred language. If the survey indicates that the child speaks a language other than English at home, then the parent is interviewed by an educator in the preferred language, with a translator, if needed. This conference with the parents ensured that the survey by the parents and informed that their child might qualify for ELL services. Then the child received the LAB-R within the next ten days. Current ELL's are administered the NYSESLAT each spring. They continue to receive ESL services until they test proficient on the NYSESLAT. Those who score beginners, intermediate, or advanced continue to receive differentiated ESL services that address their individual needs.

2. KAPPA VII offers Freestanding ESL, Push in model the Bilingual teacher works with ELL's during content instruction in collaboration with regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. (Neither transitional nor dual language programs models are given in our school.) So parents/guardians who select another option are informed of schools that have their programs of choice.
3. We translate any documents or letters to our parents in their native language. We also walk them through any forms that need to be filled out.
4. Informal interview or conference in their native language is given to assure that they have understood the process of selection. (Look at description on answer #1.)
5. This is our fourth year and the trend has been Freestanding ESL Push in model.
6. We notify the parents how we are going to work with their child; we have constant communication with our parents to monitor the progress of the student.

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 (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%/50%)															0
Freestanding ESL															
Self-Contained							3								3
Push-In							5	4							9
Total	0	0	0	0	0	0	8	4	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	6	1	1	3		2	3		1		12
Total	6	1	1	3	0	2	3	0	1		12

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							1	1						2
TOTAL	0	0	0	0	0	0	8	4	0	0	0	0	0	12

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

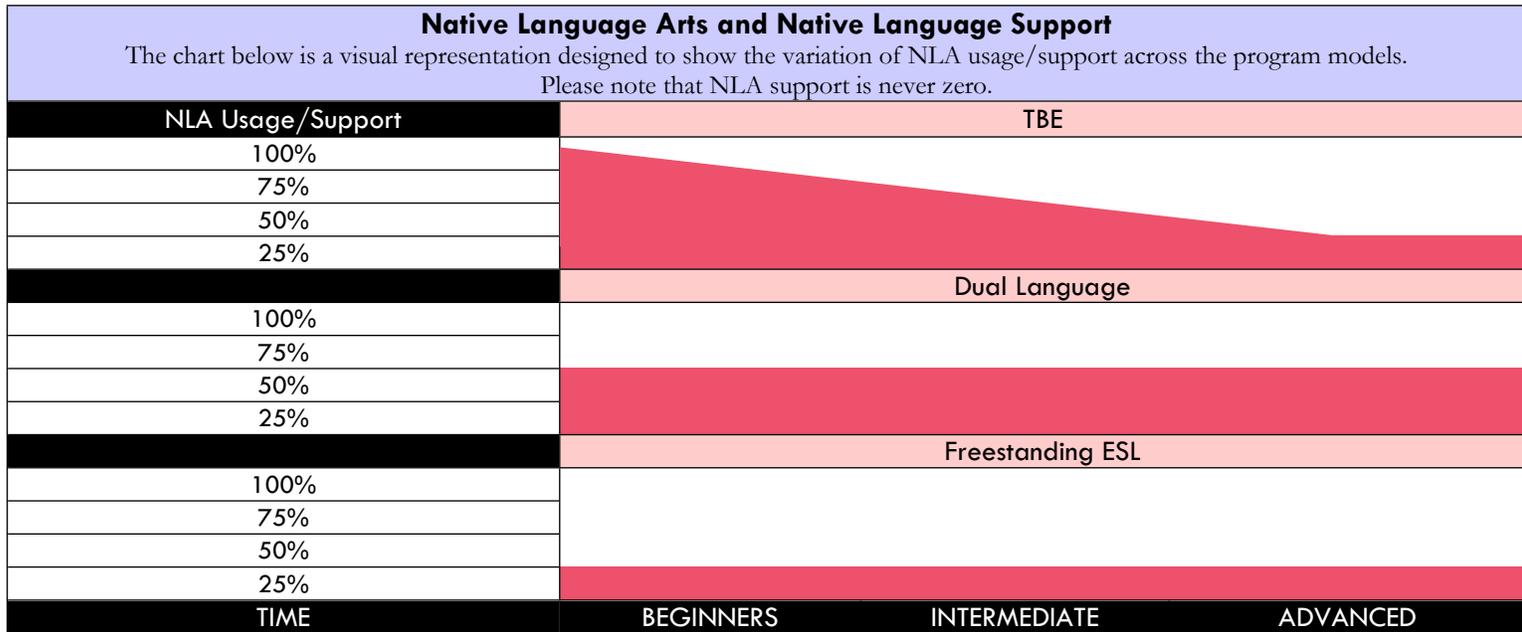
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here 1. We worked with the sixth and seventh graders in Push in (Co Teaching) and also in collaboration with the regular teacher, with the eighth graders we also push in (Co Teaching) specifically in ELA and Math; in addition, we provided Project Based Learning Assignments.

2. ELL's are included in KAPPA VII's rigorous core curriculum, which includes the following: Balanced Literacy, Impact Math, FOSS/Glencoe (blended) Science, Holt Social Studies, and New York State Coach ELA and Mathematics. Differentiation, teacher collaboration, and professional development workshop on best practices for ELL's ensure that the needs of all ELL's are met in all classes.

3. All ELL's are required to attend Extended Day and Saturday Academy, which reinforced core academic skills in content areas.

4. We do have one SIFE.

Newcomer ELL's who need extra help learning the procedures of their new school are shadowed by the Bilingual Specialist.

One day per week their Extended Day will include one hour of ESL instruction. In Social Studies, we purchased bilingual work books for the Spanish speakers, as well as workbook regarding Basic Grammar and Building Reading Skills. Additionally, Getting Ready for the NYSESLAT (Attanasio & Associates, Inc. 2007) assists ELL's student in practicing for the state exam.

5-14

Our ELL's range from Beginners to Advanced and have been placed in classes with resources of a Licensed Spanish and French Teacher and two bilingual providers. Instruction is differentiated in the content, process and product stages of learning. Content and instruction presented using both visual and auditory information. Pictures, videos, and/or models are used to enhance comprehension of content and instructions. The use of technology, graphic organizers and/or art as well as reading, writing, listening, and speaking, to process information and create products of their learning. For example, scholars may use computers to find videos about unfamiliar topics, record their voice as they read to self-assess their fluency, or create Power Point presentations with words, pictures, and animation in place of traditional study guides. ELL's are encouraged to use their native language to help process the new content they learn in English. They may choose to brainstorm or write an initial draft in their native language, or read content in the books in their native language.

KAPPA VII uses all data to inform the instruction of all students, including ELL's including Advanced ELL's. Flexible groupings are used as part of the differentiation classrooms. Interim assessments, along with classroom diagnostic and formative assessments are used to make wise grouping decisions. These data sources also help the Bilingual Specialist decide which specific skills should be prioritized for ELL's during small-group instruction.

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

We use 100% of the time.

All periods integrated during the school day.

None

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 1. CFN support and guidance, Co teaching, Conferences with parents and teachers.

2. Guidance Counselor provides tutoring to students that will be transitioning to high school. Visit high schools and College tours.

3. PD for differentiation in daily lessons.

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

1. We do workshops with translators to help parents get involved with their child academic process.
2. Sports and Arts and Museo del Barrio.
3. We interview them and we do surveys and questionnaires.
4. We help them by providing services according to their needs.

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

We test the students with the LAB-R and then in April we test with the NYSESLAT. We give them Teacher's Assessments and Periodic testing to

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		