

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 317 M **SCHOOL NAME:** KAPPA II

DISTRICT: 05 **SSO NAME/
EMPOWERMENT** CFN 109

SCHOOL ADDRESS: 144-176 EAST 128TH ST. 4TH FL. NEW YORK, NY 10035

SCHOOL TELEPHONE: (212) 828.6892 **FAX:** (212) 828.6869

SCHOOL CONTACT PERSON: SEAN DUNNING **EMAIL ADDRESS:** sdunnin@
schools.nyc.gov

| <u>POSITION/TITLE</u> | <u>PRINT/TYPE NAME</u> |
|---|-------------------------------|
| SCHOOL LEADERSHIP TEAM CHAIRPERSON | <u>Jamaal Hall</u> |
| PRINCIPAL | <u>Sean Dunning</u> |
| UFT CHAPTER LEADER | <u>Dianna Yurek</u> |
| PARENTS' ASSOCIATION PRESIDENT | <u>Mr. Simmons</u> |
| STUDENT REPRESENTATIVE <i>(Required for high schools)</i> | <u>N/A</u> |
| COMMUNITY SCHOOL DISTRICT SUPERINTENDENT | <u>Gale Reeves</u> |

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. 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 Chancellor's Regulations A-655 on SLT's*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

| Name | Position/Constituency Represented | Signature |
|-----------------|--|-----------|
| Sean Dunning | *Principal or Designee | |
| Dianna Yurek | *UFT Chapter Chairperson or Designee | |
| Mr. Simmons | *PA/PTA President or Designated Co-President | |
| Algela Clemmons | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Anita Bryant | DC 37 Representative, if applicable | |
| N/A | Student Representative, if applicable | |
| Jamall Hall | SLT Chairperson | |
| | Parent Representative | |
| | Parent Representative | |
| Radiance Godoy | Teacher | |
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| | | |
| | | |

* 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.

The *Knowledge and Power Preparatory Academy II* began in 2001 under the auspices of Community School District 5 and Replications Inc. (Columbia University). Our first two classes began in the summer of 2002 as fifth graders; we had approximately 60 students. In the summer of 2003, we accepted an additional two fifth grade classes, Harvard and Brown, with approximately 55 students. In the summer of 2004, we accepted 28 new students in the fifth grade. We currently have a total of 65 students. In April 2004, KAPPA II was granted public school status, MS 317, and relocated from West 123rd street (P.S. 125) to East 128th Street (P.S. 30). There are currently four schools at this complex. PS 30, PS 138, KAPPA 2 and Harlem Success Academy charter school. As a CFN 109 Empowerment school, we currently have 1 class on grade six, 2 on grade seven and 1 classes on grade eight. We have one self contained 7th grade class and a CTT class on 6. We will service grades six through eight. We accept students from Central Harlem, CSD 5. All students must select our school on their middle school applications. We are currently a part of the middle school choice process.

67% of our students are eligible for federal free lunch, an indicator of the low socio-economic status. We have 100% minority population: approximately 85% African American, 14% Hispanic, and 1% other. Approximately 10% of our families are recent immigrants. 35% of our population is female and 65% male.

Last year, KAPPA 2 was one of the 19th schools slated for phase out and eventual closure in 2012. The court decision to stop the phase out process created a culture of uncertainty. As a result, the enrollment period for grade 6 had passed, affording KAPPA 2 with an entering 6th grade population of 13 students.

We provide additional English Language Arts support via our 45 minute independent reading period. Guided Reading support is provided to our lowest performing students in the form of pull out AIS. Conflict Resolution and Advisory classes are offered to adequately prepare our students to meet and exceed New York City and State performance standards and to develop academic, social, and cultural skills necessary to be competitive for admission into specialized, independent day or boarding high schools.

In addition, we have several incentive programs to recognize, promote, and sustain student achievement. KAPPA 2 offers students the opportunity for students to earn a trip. This program gives points for attendance, classroom participation, behavior, and homework. Our Honor Roll program recognizes achievement and improvement. These programs include gifts, prizes, parties, dinners, luncheons, and monetary coupons applied to trips.

This is our first year of our partnership with the Stanley Isaacs community center. We are the recipients of the 21st Century grant. This 3 year grant allows KAPPA 2 to offer daily homework and tutorial support followed by a menu of extra curricular activities every day until 6PM.

Current strategies for improving English Language Arts instruction includes implementation of the New York City Department of Education's Balanced Literacy program, and providing an additional one hour and forty-five minute, daily, of language arts instruction through Novels and Writing classes. However, to maintain the program's integrity, this approach has been adapted and extended. Our students receive Balanced Literacy instruction in their English Language Arts class, approximately 7 periods per week, and two additional language arts classes:

- One hour, daily, of Novels instruction for all students. This course is homogeneously grouped and students read one to two novels a month.
- 45 minutes, daily, of writing instruction. In this course we use and extend the Writer's Workshop model, mandated by the New York City Department of Education. In addition, a supplemental text, Glencoe, is utilized to provide exemplars.

Our math classes are also grouped homogeneously, with a 90-minute block.

Impact Math is utilized throughout the grades.

Each teacher is responsible for working with groups of students daily to assist in remediation. Our afternoon extended day offers literacy instruction for one week and math instruction for one week. The coaches provide the weekly lessons based on students need form information gathered through data analysis. In addition, intervention workbooks have been purchased to support this effort.

The purpose and focus of science and social studies education at K2 is designed to offer students an inquiry-based approach combined with reading in the content areas using Harcourt Science as the science text and Harcourt Horizons as the social studies text.

We use a project-based approach to learning to provide our students with research, higher level thinking skills, inquiry based, cross disciplinary, authentic learning, tapping into all learning modalities to increase student independence, integrate curricula, and give meaning and purpose to instruction. Each course assigns 3-4 major projects per year. We meet as a team and discuss the purpose, content, and integration of the projects, set dates, and inform students and parents of the due dates in the beginning of the year.

The school year is divided into 4 marking periods. A midterm and cumulative final is administered at the end of each semester. These exams serve as our summative assessment while the periodic assessment (Acuity) serves as our formative assessment.

K2's health education program is designed to provide students with an understanding of nutrition and diet information. The approach is two-fold, involving participation in physical activities; rules, strategies, and research projects on disease, pathologies, and relevant adolescent issues.

In the area of physical education we offer Track and Field, Basketball, Flag Football, Capoeira, and Step.

KAPPA II VISION

We envision our school community as partners in learning; staff, parents, students and community members are involved, vested, and engaged in the educational process. Through this partnership we will provide a rigorous accelerated academic program that prepares Harlem youth for admission into independent boarding, private day, and specialized high schools.

KAPPA II MISSION

To foster a learning environment, which nourishes, supports, motivates, challenges, and raises both expectations and opportunities for Harlem youth. Through parent and community partnerships, community based organization collaborations, high expectations, quality instruction, a nurturing and supportive climate, recognition of individual differences, social and cultural experiential activities, we will prepare our students to be competitive for admission into specialized, independent day, and boarding schools.

We understand that for all students to be productive they must be sustained in an environment that is safe and therefore allows risk taking. This environment maintains a deep respect for diversity. For it is in diversity that intelligence, creativity, and curiosity grow and flourish.

We know that learning is a life long journey. In order for our community to assure that all our students become engaged in the journey, we must cultivate:

- A strong parent–teacher pact
- A rigorous curriculum
- Assessments and evaluations that drive instruction
- Students who are critical thinkers and work independently
- Staff that continues to grow professionally
- Parents who are seekers of knowledge
- Resources(i.e. Books, technology)
- Child centered learning environments
- Respect for all living creatures and their habitats

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 2009-10 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 (SINI/SRAP/SURR 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 presumably be aligned to the school’s annual goals described in this section.

Goal 1. By June, 2011, we will continue to show progress in our student population and increase proficiency in literacy and math by 13% for our overall school population as indicated by the New York State ELA and Math Tests.

Goal 2. By June, 2011, we will increase teachers’ understanding and analysis of data to differentiate learning in the classroom by use of formal lesson planning and observations, and 25% increase in teacher participation in professional development.

Goal 3. By June, 2011, we will increase our parent participation as indicated in the parent survey by 15% as evidenced by attendance at parent workshops, PTA Meetings and attendance at school events.

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 2009-10 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 (SINI/SRAP/SURR 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>By June, 2010, there will be academic growth (with a special concentration in Special Education, Hispanic and Black population of students) in the area of English Language Arts through the use of assessment tools, such as Benchmark Assessments, State Exams, unit projects and portfolios as measured by a 3% increase on the NYS ELA Exam.</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>Professional Development: will be given in the areas of using: Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all levels of students. Coach will facilitate professional development by assisting teachers to more effectively identify and analyze pattern and trends. AIS services will be provided to students as needed to help with student progress and improvement.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Funding for substitutes or coverage by teachers funded through Tax Levy Inquiry Team funded by Tax Levy F-Status personnel for Academic Intervention Services funded by Tax Levy</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <p>Initial indicator September 2010: discussion with teachers about their use of aforementioned assessment tools. Initial examination of student data to create an awareness of students most in need of Academic Interventions and special services. Midterm: retest and analyze scores to evaluate student growth and areas of need. Implement interventions as determined by midterm analysis and teacher input. End term: Re-evaluation of midterm to end term growth as evidenced by assessment scores,</p> |

| | |
|--|--|
| | portfolios and teacher made assessments. |
|--|--|

Subject/Area (where relevant): Mathematics

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | By June, 2011, there will be academic growth (with a special concentration in Special Education) in the area of Math through the use of assessment tools, such as Benchmark Assessments, State Exams, unit projects and portfolios as measured by a 3% increase on the NYS Math Exam. |
| <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>Professional Development: will be given in the areas of using: Benchmark Assessments, rubrics for evaluation for student products, use of student data for goal setting, student portfolios, research projects, and review and analysis of all sources of data to inform instruction to meet all levels of students. Coaches and consultants will facilitate professional development by assisting teachers to more effectively identify and analyze pattern and trends.</p> <p>AIS services will be provided to students as needed to help with student progress and improvement.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p> | <p>Funding for substitutes or coverage by teachers funded through Tax Levy Acuity Assessment Management System funded by Tax Levy Inquiry Team funded by Tax Levy F-Status personnel for Academic Intervention Services funded by Tax Levy</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p> | <p>Initial indicator September 2010: discussion with teachers about their use of aforementioned assessment tools. Initial examination of student data to create an awareness of students most in need of Academic Interventions and special services.</p> <p>Midterm: retest and analyze scores to evaluate student growth and areas of need. Implement interventions as determined by</p> |

| | |
|--|--|
| | <p>midterm analysis and teacher input. End term: Re-evaluation of midterm to end term growth as evidenced by assessment scores, portfolios and teacher made assessments.</p> |
|--|--|

Subject/Area (where relevant): Data Analysis

| | |
|---|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June, 2011, we will increase teacher’s understanding and analysis of data to differentiate learning in the classroom with a 25% increase of teacher participation in professional development.</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>Professional Development: will be given in the areas of analyzing and using data from Baseline, Mid year and End of Year Assessments, Benchmark Assessments, DRA2 scores, State Exams and all sources of data for goal setting, and to inform instruction. Administration, Coaches and consultants will facilitate professional development by conducting workshops on the use of Excel as a tool for organizing data and the use of Gap analysis data will be used to create standards based assessments, and generate results showing students areas of need and of proficiency. Coach meets monthly with all grade levels,</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Funding for substitutes or coverage by teachers funded through Tax Levy</p> <p>Edusoft Assessment Management System funded by Tax Levy Inquiry Team funded by Tax Levy</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Attendance and participation will increase by 25%in Staff Development offerings. Evidence of differentiated instruction in planning, lesson delivery, questioning and grouping of students based on analysis of data.</p> |

Subject/Area (where relevant): Parent Participation

| | |
|---|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June, 2011, we will increase our parent participation as indicated in the parent survey by 10% as evidenced by attendance at parent workshops, PTA Meeting and attendance at school events.</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>SLT meetings scheduled once per month, PTA meetings scheduled at least once per month, learning opportunities provided for parents by outside agencies, (i.e. CPR classes, Nutrition Classes, etc.) Planned school events that parents are invited to such as writing celebrations, workshops in content areas, club presentations. The parent coordinator assists in communicating with parents by creating a monthly school calendar of events, meets with parents around various issues, and also arranges workshops. School Messenger automated dialing service will be purchased.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <p>Parent Coordinator is funded through Tax Levy. Per session for teachers conducting workshops after school through Tax Levy.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Increased participation as evidenced by attendance taken at various meetings, learning opportunities and school events such as SLT and PTA meetings, workshops by school staff and outside agencies. Increase in positive responses as indicated in the Parent Survey Report.</p> |

PPENDIX 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.

| 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 |
| | | N/A | N/A | | | | |
| | | N/A | N/A | | | | |
| | | N/A | N/A | | | | |
| | | N/A | N/A | | | | |
| | | | | | | | |
| 10 | 13 | 0 | 0 | 4 | 2 | | 0 |
| 6 | 12 | 0 | 0 | 4 | 6 | | 2 |
| 15 | 25 | 0 | 0 | 9 | 6 | | 0 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------|-------------|--------|---------------|--|--------------|
| School Name: | Kappa II | | | | | |
| District: | 5 | DBN: | 05M317 | School | | 310500010317 |

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 | | 90.7 | 91.1 | 90.9 |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | | | | |
| Grade 2 | 0 | 0 | 0 | | | | |
| Grade 3 | 0 | 0 | 0 | | | | |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | | | | |
| Grade 6 | 22 | 24 | 13 | | | | |
| Grade 7 | 84 | 32 | 23 | | | | |
| Grade 8 | 85 | 82 | 29 | | | | |
| Grade 9 | 0 | 0 | 0 | | | | |
| Grade 10 | 0 | 0 | 0 | | | | |
| Grade 11 | 0 | 0 | 0 | | | | |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 2 | 1 | 0 | | | | |
| Total | 193 | 139 | 65 | | | | |

| Student Stability - % of Enrollment: | | | |
|---|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 89.6 | 88.0 | 90.2 |

| Poverty Rate - % of Enrollment: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| | 62.7 | 56.0 | 74.6 |

| Students in Temporary Housing - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 2 | 7 | 7 |

| Recent Immigrants - Total Number: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | 3 | 1 | 1 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 12 | 11 | 11 | Principal Suspensions | 26 | 1 | 8 |
| # in Collaborative Team Teaching (CTT) Classes | 19 | 17 | 8 | Superintendent Suspensions | 44 | 5 | 14 |
| Number all others | 11 | 13 | 8 | | | | |

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 | | | | |
| # in Dual Lang. Programs | 0 | 0 | TBD | | | | |
| # receiving ESL services only | 12 | 8 | TBD | Number of Teachers | 15 | 15 | 17 |
| # ELLs with IEPs | 2 | 1 | TBD | Number of Administrators and Other Professionals | 5 | 6 | 4 |

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

| | | | |
|---|---|---|---|
| Number of Educational Paraprofessionals | 0 | 0 | 2 |
|---|---|---|---|

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 1 | 2 | 14 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 87.5 |
| | | | | % more than 2 years teaching in this school | 26.7 | 20.0 | 41.2 |
| | | | | % more than 5 years teaching anywhere | 26.7 | 13.3 | 29.4 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 53.0 | 60.0 | 76.5 |
| American Indian or Alaska Native | 0.5 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | 100.0 | 91.5 | 84.6 |
| Black or African American | 74.1 | 73.4 | 81.5 | | | | |
| Hispanic or Latino | 23.8 | 23.7 | 15.4 | | | | |
| Asian or Native Hawaiian/Other Pacific | 1.0 | 0.7 | 0.0 | | | | |
| White | 0.5 | 1.4 | 1.5 | | | | |
| Male | 56.5 | 62.6 | 56.9 | | | | |
| Female | 43.5 | 37.4 | 43.1 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|-----|---|---|--|--|--|--|
| American Indian or Alaska Native | - | - | - | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | v | v | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
|---|------|--|----|--|--|--|--|
| Overall Letter Grade: | D | Overall Evaluation: | NR | | | | |
| Overall Score: | 25.7 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: <i>(Comprises 15% of the</i> | 2.8 | Quality Statement 2: Plan and Set Goals | | | | | |
| School Performance: <i>(Comprises 25% of the</i> | 4.4 | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| Student Progress: <i>(Comprises 60% of the</i> | 18 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| Additional Credit: | 0.5 | Quality Statement 5: Monitor and Revise | | | | | |

| 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

Template for Title I Parent Involvement Policy and Parent-School Compact for MS 317, KAPPA 2

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore MS 317, KAPPA 2, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MS 317, KAPPA 2's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. MS 317, KAPPA 2 will support parents and families of Title I students by:

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

[add other activities, if applicable]

MS 317, KAPPA 2's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the MS 317, KAPPA 2 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, MS 317, KAPPA 2 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

MS 317, KAPPA 2 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- *[add other activities, if applicable]*

Section II: School-Parent Compact

MS 317, KAPPA 2, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. MS 317, KAPPA 2 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- *[add other activities, if applicable]*

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- schedule meetings in the morning and during teacher preparation periods

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

- support the school with regard to the portable electronics policy

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Sean Dunning on October 19, 2010.

This Parent Involvement Policy was updated on December 13, 2010.

The final version of this document will be distributed to the school community on December 13, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|-----------------------------|
| Network Cluster CFN 109 | District 05 | School Number 317 | School Name Kappa II |
| Principal Mr. Sean Dunning | | Assistant Principal | |
| Coach Ms. Martinez | | Coach type here | |
| Teacher/Subject Area | | Guidance Counselor Ms. Taylor | |
| Teacher/Subject Area type here | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator Ms. Starlett Brown | |
| Related Service Provider Ms. Jessica Santos (ESL) | | Other type here | |
| Network Leader type here | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|-----------|----------------------|----------|---|--------------|
| Total Number of Students in School | 65 | Total Number of ELLs | 2 | ELLs as Share of Total Student Population (%) | 3.08% |
|------------------------------------|-----------|----------------------|----------|---|--------------|

Part II: ELL Identification Process

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

- 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).
- 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.

In order to ensure that the English Language Learners are appropriately identified Kappa II follows the following steps for the initial identification of these ELLs;

- When parents come in to register their child for the first time, they are given a Home Language Survey, (HLIS) to fill out. The person conducting the initial registration process is the school secretary. She has an understanding with the ESL teacher in which she knows to notify the ESL teacher when there is a parent of a child who speaks a language other than English. If the ESL teacher is notified she sits with the parent and conducts an interview in which she asks the parents the questions on the HLIS form.
- After the registration process is completed and all interviews are completed, the ESL teacher looks over all HLIS forms and determines which students are those that speak a language other than English, and that eligible to take the LAB-R.
- Before administering the LAB-R the ESL teacher goes into the history of these students to make sure that if they are coming in a grade other than Kindergarten that they are indeed first time admits to the NYC public school system, and that they have never taken the LAB-R.
- Parents of the students who will be taking the LAB-R are sent letters notifying them that their child has been identified as a student who speak a language other than English, and that because of this they will be taking the LAB-R to determine whether or not they are entitled to receive ESL services. These letters are sent in the native language of the parents as per what the parents indicate on the HLIS.
- Students take the LAB-R and the ESL teacher grades it as per the state guide lines, in order to determine if the child is eligible. Once the teacher grades the exam, hand-scores are kept on file and with that done parents are notified whether or not their child is entitled to receive bilingual services. These letters are sent in the parents' native language as well.
- When using the NYSESLAT to evaluate students the NYSESLAT from the prior spring is looked at. Students who have obtained a proficiency level score are notified and their parents as well. Parents receive a letter informing them that their child is no longer entitled to receive ESL services because they have passed on the NYSESLAT. These letters are sent to parents in both English and their native language as provided by the state. Students who have not obtained a proficiency level on the NYSESLAT are informed of their progress as well as their parents. Parents are informed as to the score obtained and the proficiency level the student obtained. Parents are also informed that their child will continue to receive ESL services for the present school year.
- Parents of those students who are entitled are invited to attend an orientation in which the ESL teacher shares with them the three parental choices that the city provides; which are Transitional Bilingual Classes, Dual Language, and English as a Second Language. Parents are informed that at Kappa II only ESL is offered. They are informed of how the ESL program works at the school and the other programs that their children as ELLs can participate in. If they are interested in another program described they have the option to go to the placement office and request that their child is placed in one of those programs. At this orientation parents are given the parent survey and program selection form. In order to ensure that these forms are returned the ESL teacher sits with parents at this meeting and helps the parent fill out the forms. If there is a parent who does not speak English present the ESL teacher makes sure that there is someone present who speaks the native language of the parent and if that isn't possible future arrangements are made in order for the parent to come back and visit with an interpreter. If parents feel that they need to go home and discuss their decision with their spouse or partner, they have the opportunity to take the forms home and return them within a two day time frame. If the forms aren't returned the ESL teacher calls the parents to remind them as well as sends out a reminder letter. If the forms aren't returned within the time frame that is established between parent and teacher, the students default program as per Part 154 is a Transitional Bilingual Program.
- After reviewing the program selection forms for the past few years the trend in program choices for Kappa II that parents have been requesting is an ESL program. The ESL program that we offer is aligned with parent requests. Sometimes there are parents that request that their child be placed in a Bilingual class. Because Kappa II does not have a Bilingual Program the steps that the school follows are:
Parent requests a Bilingual class The certified ESL teacher sits with the parent and listens to what the parent is looking for in a specific program.

Student is placed in the school that has an appropriate Bilingual Program.

If in the future there were enough students in two consecutive grades, Kappa II would open up a Bilingual Class

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 | | | | | | | | | | | | | | To t# |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 1 | 1 | | | | | | 2 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | |
|-----------------------------|---|--|---|-------------------------------|
| All ELLs | 2 | Newcomers (ELLs receiving service 0-3 years) | 2 | Special Education |
| SIFE | | ELLs receiving service 4-6 years | | Long-Term (completed 6 years) |

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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 |
| Dual Language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ESL | 2 | | | | | | | | | | | | | | | | | | | 2 |
| Total | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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 |

| Dual Language (ELLs/EPs) | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 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 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

Kappa II follows a push-in/pull-out program. Students who are at the beginning and intermediate levels of proficiency are pulled out in order to fully address the individual needs of the students as new comer English Language Learners. The students who have been in ESL various years receive the service through push-in. This is done to ensure that not only the students are receiving the ESL service but so that they are not missing out on very important content area instruction as well. While in ESL, groups are formed heterogeneously, but in the same grade unless the teacher feels that even though a student is in a lower grade or upper grade from the group pulled and a student would work better being there that is done as well. Teachers follow a specific schedule and work collaborative with the ESL teacher when it comes to ensuring that the ELLs receive their mandated minutes. Classroom teachers are orientated at the beginning of every school year when they have ELLs in their classroom in terms of what their mandates are and when and where they will be seen. This is done so that the teacher understand the importance of an ELL receiving the ESL services they are entitled to. When the ESL teacher plans to push in several periods a week, she works with the classroom teacher to make sure that the within what the teacher plans on teaching for that week the instruction addresses the needs of the ELL as well as there being differentiated instruction taking place. Because Kappa II provides an ESL program only, all classroom teachers teach monolingual English classes and students who are entitled to ESL receive ESL for the minutes they are mandated to receive as per their proficiency scores on the LAB-R and NYSESLAT.

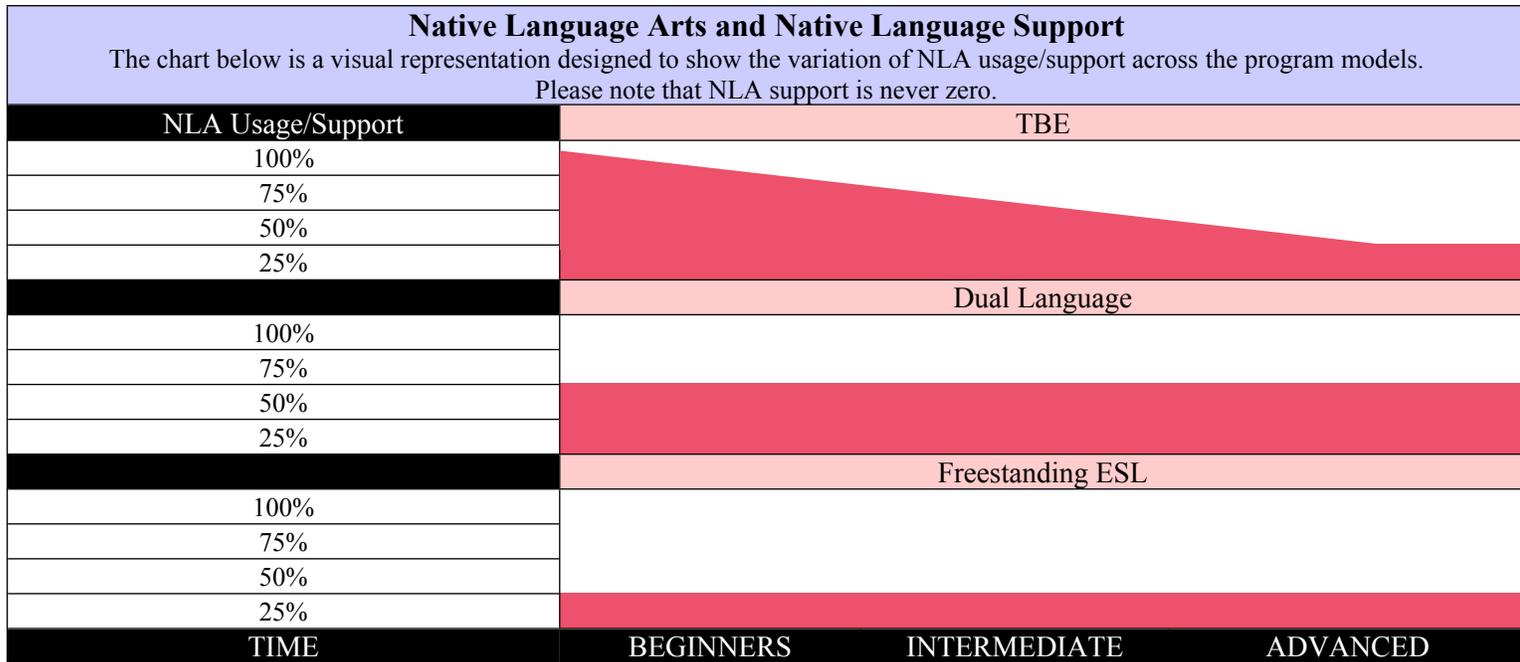
ELLs who have been in US schools less than three years will be serviced following an ESL pull-out model. These students will receive ESL classes during the mandated amount of time that is required as per their proficiency level on the LAB-R and NYSESLAT. These students who are in testing grades, will participate in AIS tutoring one period a day during schools hours to address both math and literacy skills. These students are also placed in an after-school program as well that address these skills. Students are assisted by their classroom teachers by providing them with differentiated instruction on the subject area being taught in class. Also ESL teacher will work collaboratively with the classroom teacher in order to address the students' needs while conducting a pull-out. Teachers will meet bi-weekly to discuss what they feel are skills that should be taught while the child is being pulled-out by the ESL teachers. Regular informal and formal assessments will be conducted in order to ensure and monitor student progress.

Kappa II does not currently have SIFE students. Our plan for SIFE students is to provide them with the extra help they need in order to get them on grade level. Besides ESL, the school provides tutoring in the majority of all subject areas but especially focus on Literacy and Math during school hours and in an after-school program Monday through Friday. Tutoring is provided by certified teachers and would allow this type of student to learn on a one to one basis because all tutoring sessions are taught in small groups. These students can also participate in programs such as "Wilson" which helps them with phonics and parts of speech.

Long Term ELLs and ELLs with special needs also have the opportunity to participate in programs that are given through out the school year. These students depending on their needs are placed in programs such as Read 180 which is a wrap around literacy program where students work on skills that they are found to be the weakest in. Students also have the opportunity to participate in an independent reading period where they select books of their interests and follow with book reports and reviews that shows evidence of reading and reading comprehension.

| 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 |



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?

For our students who have reached proficiency on the NYSESLAT the ESL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ESL. The ESL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him or her with what they are doing at the moment and to measure any additional needs. These student as per request by the ESL teacher are placed in the extended time session in order to assist these kids with help in Literacy and Math.

Students are placed in small groups of no more than 8 children and ELA and Math skills are addressed to help students improve in areas that they have shown weaknesses in. ELLs are also invited and placed in the afterschool program that is held all week in which ELA and Math skills are taught as well. Classroom teachers have grade meeting in which teachers discuss the common trend of where the students need the most help in, and they work collaboratively to give eachother ideas that have worked and new teaching skills they can try.

There are many materials available to ELLs in the building. Students are allowed to have library time in their classrooms where they go and select books that they can read for enjoyment. Also the computer in the classrooms are readily available to them and on the computers there is software that addresses reading, phonetic, math, science, and social studies skills. Kappa II also has classes that ELLs participate in such as art, movement and music during afterschool. Teachers have found that the ELLs that participate in these classes have developed strong language skills. Kappa II follows a push-in/pull-out program. Students who are at the beginning and intermediate levels of proficiency are pulled out in order ELLs in Kappa II have the opportunity to receive AIS tutoring. Students are placed in small groups of no more than 8 children and ELA and Math skills are addressed to help students improve in areas that they have shown weaknesses in. ELLs are also invited and placed in the afterschool program that is held three times a week in which ELA and Math skills are taught as well. Classroom teachers have grade meeting in which teachers discuss the common trend of where the students need the most help in, and they work collaboratively to give eachother ideas that have worked and new teaching skills they can try.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

For professional development, the Kappa II staff has one to one consultation meetings with the ESL teacher when they have doubts or questions about how to teach the ELLs in their classrooms. Also the ESL teacher provides the faculty with mini workshops that revolve around instruction, identifying the needs of ELLs, testing and activities that teachers may use with ELLs. These workshops are held once a month. Some of the topics of discussion are as follows:

- How to use the NYSESLAT results for grouping and driving instruction.
- Stages of English Language Acquisition.
- How to plan differentiated instruction for the 4 levels of English Literacy, and the five stages of English language Acquisition.
- Assessment, evaluation, and placement of ELLs.
- Understanding the socio-cultural perspective and its implications for students with interrupted formal education.

When students are transitioning from middle school to high school the guidance counselor in charge of the high school applications follows a specific protocol to make sure that these students have an easy transition process. The guidance counselor collaborates with the ESL teacher in making sure that she has a list of names of students who are going to high school who are entitled to bilingual services. When this is done she holds meetings for parents in which parents are orientated about the schools that are available to students within and outside of the district. Parents of students who speak languages other than English are strongly encouraged to attend so that they may be orientated as to what middle schools offer bilingual services, and what they should do if there is a school outside of the district that offers a type of bilingual service they are interested in.

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?

Parent orientation conferences are conducted for parents of newly enrolled ELLs to provide them with information about the ESL program that is offered at Kappa II and programs that are offered in other schools. Parents are given the opportunity to ask questions regarding these types of ESL services. Translators are available at the parent orientation. Informational materials are also available for the parents.

A parent conference is held each fall and spring to orient parents of ELLs regarding program requirements, instructional standards, assessments and school expectations.

Kappa II partners with other agencies and community based organizations to provide workshops for the general parent population which includes ELL parents. These organizations include, Harlem Hospital, The Borinquen Health Clinic, UFT, Con Edison, and Bank of America. These organizations present workshops to parents on topics that parents have requested they would like to learn about. These topics are found through surveys that are sent home by the parent coordinator in order to figure out what it is parents would be interested in learning about so that there would be more parental participation. Some of these topics range between Bed Bugs, Diabetes, How to Quit Smoking, etc.

Kappa II has some parental participation in which they have reached through putting up fliers to promote workshops, calling parents, as well as word of mouth in which some parents are designated to inform parents in the community of the workshops that are held at least once a month.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

| NYS Social Studies | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | | | | | | | | | 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 | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |

New York State Regents Exam

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

Native Language Tests

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Kappa II utilizes DRA 2 to assess literacy skills of monolingual students as well as ELLs in the classrooms. The results obtained are analyzed and are used to see what skills the students are weakest in. These skills are listed and small groups are formed and the skills are taught. After teaching the skills the students are re-assessed using the same DRA 2 except with different literature to determine if there has been growth in the understanding of the skills being taught. Teachers also use observation in order to determine if a student just didn’t test well, and if that is the situation student is change from one group to another so that the individual student needs are met. Teachers also use summative assessments each semester to assess student progress. Accuity periodic assessment is also used as a formative assessment.

Grades 6-8: The student in grade six is a newcomer student. She obtained a beginning level of proficiency in the listening and speaking

Saturday test prep academy which is held four Saturdays during the school year.

After examining the students testing results the following patterns were observed;

The NY State Math

- There was one student who took the State Math exam grade 5 last year. This student obtained a level 1. In grade 6 last year one student took the state Math Exam. This student obtained a level 1. Both these students are newcomer ELLs.

The New York State English Language Arts Exam

Both the students mentioned above were exempt from taking the ELA exam last year. These students were both in their first year enrollment.

The school leadership team and teachers use the results of the interim assessments, formal and informal assessments in order to monitor how their students are progressing. Once an assessment is analyzed teachers form groups to teach skills they feel the student needs to learn or re-learn and they re-assess to monitor progress. When results of these assessments arrive not only does the ESL teacher receive the results but so does the classroom teacher. When they evaluate their results and see what areas the students need to improve on whether it is reading, writing, listening or speaking, they create activities and lessons that address their needs. Both teachers work collaboratively to ensure that learning is occurring.

Kappa II provides the students with different opportunities to receive extra help in order to improve their performance on state exams. Kappa II has an after-school tutoring program for math and reading. Certified teachers address the needs students have. Teachers work with small groups in order to provide one to one attention. The ESL teacher is also present in the after-school program to assist the needs of the ESL students. During the day the ESL teacher also pushes in to their classes to be an extra support and help them with any difficulties they may have. For Science there is a Science Club that gives the children the opportunity to immerse into Science. They have all kinds of Science materials available to them that enable them to want to learn more about Science. The Science coach works with teachers by providing ideas and activities for struggling ELLs in Science area. There is also an after-school book club that meets once a week in which small groups of students read and share about the same book.

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 | | |