



**KAPPA III**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (12/BRONX/316)**

**ADDRESS: 2055 MAPES AVE. BRONX NEW YORK 10460**

**TELEPHONE: 718-561-3580**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 316      **SCHOOL NAME:** KAPPA III

**SCHOOL ADDRESS:** 2055 MAPES AVE. BRONX NEW YORK 10460

**SCHOOL TELEPHONE:** 718-561-3580      **FAX:** 718-561-3719

**SCHOOL CONTACT PERSON:** Elisa Alvarez      **EMAIL ADDRESS:** Ealvarez2@scho  
ols. nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Amy Maresca

**PRINCIPAL:** Elisa Alvarez

**UFT CHAPTER LEADER:** Glenique Bennett

**PARENTS' ASSOCIATION PRESIDENT:** Jemary Pabon

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12      **CHILDREN FIRST NETWORK (CFN):** CFN 608

**NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Myrna Rodriguez

**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
Elisa Alvarez	*Principal or Designee	
Glenique Bennett	*UFT Chapter Chairperson or Designee	
Jemary Pabon	*PA/PTA President or Designated Co-President	
Rhea Farrell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Juana Pena Ovalles	DC 37 Representative, if applicable	
Juan Pimental Lilian Mangru	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Deleon	Member/	
Judy Morel	Member/	
Amy Maresca	Member/	
Nicole Vairo	Member/	
Arimarís Cano	Member/	
Jean Colon	Member/	
	Member/	

(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.

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KAPPA III provides a rigorous, accelerated academic program that prepares our students to attend high performing public and private high schools, graduate from our country's top universities, and then to take their place as America's next generation of civic leaders. At Kappa, we believe that all students can surpass the goals set by the city and state, if provided with a nurturing environment, where parents, faculty and the administration work together toward the common goal of providing a quality education to the students in the community.

KAPPA III makes a concerted effort to involve our students in becoming contributing members of both the school and the larger community. Our advisory programs take the students outside the city on camping excursions to help broaden their horizons while fostering team-building capacities. Annual events at KAPPA have included student/professor retreats to the Berkshires at Massachusetts and day retreats to Camp Homestead in Orange County New York. Our students have opportunities throughout the year to partner with various community organizations including and not limited to St. Barnabus Children's Hospital, The Mosholu-Montefiore Senior Center and the Mary Mitchell Community Based Organization.

Incentives are a constant factor at KAPPA III; we find it provides positive increases in work habits, self-esteem, intrinsic motivation, and a cooperative classroom environment for all students. Trips are planned to support instruction, and develop cultural, artistic/social knowledge and skills. Our trips are also enhanced through our affiliations with the Urban Advantage Initiative. This initiative supports our students and families in science education. Our trips include: visits to The Museum of Natural History, The Queens Botanical Museum, New York Hall of Science and the Bronx Zoo.

**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 6-9 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					
<b>School Name:</b>	KAPPA III				
<b>District:</b>	12	<b>DBN #:</b>	12X316	<b>School BEDS Code:</b>	321200010316

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Pre-K					93.7	93.5	94.6		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2008-09	2009-10	2010-11		
Grade 3					94.8	94.8	94.8		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	66	94	110	(As of October 31)	2008-09	2009-10	2010-11		
Grade 7	89	71	102		60.2	60.2	60.2		
Grade 8	95	86	61						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2008-09	2009-10	2010-11		
Grade 11					12	5	7		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2008-09	2009-10	2010-11		
Total	249	250	273		2	2	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2008-09	2009-10	2010-11		
Number in Self-Contained Classes	10	11	18						
No. in Collaborative Team Teaching (CTT) Classes	9	15	15	Principal Suspensions	25	18	2		
Number all others	15	19	18	Superintendent Suspensions	2	8	1		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	20	18	20	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	8	5	(As of October 31)	2008-09	2009-10	2010-11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	20	19	17
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	5	7	7
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	2
	0	1	1	<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2008-09	2009-10	2009-10
(As of October 31)	2008-09	2009-10	2010-11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.4	1	8	Percent more than two years teaching in this school	35.0	45.0	55.0
Black or African American	38.4	8.3	59	Percent more than five years teaching anywhere	20.0	20.0	20.0
Hispanic or Latino	57.2	159	179				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	5	2	Percent Masters Degree or higher	50.0	50.0	50.0
White	1.2	2	4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.	100.0	100.0
Multi-racial		1	3				
<b>Male</b>	45.6	125	122				
<b>Female</b>	54.4	126	133				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10	<input checked="" type="checkbox"/> 2010-11

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 checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2007-08</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Well Developed
<b>Overall Score</b>	75.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>	95%	Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	11.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	11.3	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	45.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	Well Developed
<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?
- 

Achievements and progress continues to be at the forefront of design and practice at KAPPA III. The school continues to be in good standing once again in English Language Arts, Science and Mathematics with significant gains in other areas. Ever since the schools inception, we have met Adequate Yearly Progress (AYP), a feat for which we are most proud.

We believe in inspiring our children to become creative and critical thinkers. We are focusing our attention on raising standards and ensuring that all of our students can achieve these standards. We continue to improve our instructional program and curriculum to challenge our students to meet higher academic performance levels. In addition, we are providing academic intervention services to all students in the school this year.

KAPPA III once again achieved an "A" on the NYCDOE Progress Report. This is the second year running that the school has been rewarded with this result and as a consequence we were not required to participate in the city-wide School Quality Review process. The fact that we rose from a "C" rating in 2006-2007 to an "A" in 2007-2008, and were able to retain this level this year is a most satisfying achievement for the whole of the school community.

The NYCDOE School Progress Report has the ability to measure a number of significant disaggregated areas in our school's achievement. Although we have recognized indicators that still need further nurturing and attention, we were pleased to maintain and increase our value adding in a number of areas. KAPPA III achieved significant growth in the school environment survey in all metrics measured. This indicator also included attendance, which also increased in 2008-2009. It shows that the teachers, parents and students are increasingly satisfied with our academic expectations, communication, student engagement, and safety and respect indicators within our school.

Student performance in English Language Arts increased from last year which shows the importance of strengthening all students in our school. We have continued to make gains in this area due to the increased number of programs offered to extend students' learning. There were also important gains in the percentage of students in the lowest third of our school making progress in both Math and English Language Arts. Again, this is significant evidence that at KAPPA III the educational design in targeting all students has achieved a balance in maintaining growth over the school's population.

Our standards of excellence for ourselves and students help motivate and drive our focus. Our staff as well as students set individualized professional/educational goals. Our school-wide implementation of Essential Features is visible and felt in every aspect of our classrooms and corridors. The common-planning time set aside, as well as the department weekly meetings ensure one voice and integration of content curriculum.

Closing the Achievement Gap remains an important focus for KAPPA III. In this Progress Report this year, extra credit was again received for the significant increase (a year and a half of progress) for Hispanic boys in mathematics and a far more dramatic increase in the progress of Black Students in mathematics in the bottom third of the city from the previous year.

One final aspect to share is the respect we feel when we state that we are an Urban Advantage School. This program affiliation has secured our uniting our students to the real world to become a constant reality. The Urban Advantage School allows us to link a well rounded science education with our students and parents. It is our attempt to strengthen the investigative mind between school community and home.

The only barrier that remains constant in our efforts to expand the enrichment or experiences of our scholars is the limited configuration of our building. We are located in a shared space capacity which seems to become more restrictive with time. The building itself was designed as an elementary school and as such creates limits for the space that middle school children deserve and need as they grow physically into young adults. For example, our gymnasium is less than adequately sized to afford our ability to engage our scholars in various physical activities or even provide them with exposure to sports programs of their interest. The auditorium, although newly renovated with seats and flooring does not hold our entire school community as an audience in celebration of our student's work or accomplishments. Many aspects that are essential to our learning community must be partitioned so that our parents, guardians and friends can visit and fit comfortably.

## 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.

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Goals	Descriptions
1. By June 2011, 100% of the KAPPA III will utilize data to inform and drive instruction as evident by the collection of data and development of lessons, goals and common assessments.	<ul style="list-style-type: none"> <li>• Our goal is to improve the percentage of teachers’ expertise in the effective utilization of data in order to expand their teaching repertoire in terms of differentiated instruction.</li> <li>• We will engage our English Language Arts Teachers and Math Teachers in un-wrapping the common core standards.</li> </ul>
2. By June 2011, 100% of all KAPPA III teachers will participate in collaborative inquiry as evident by ARIS and the creation of Professional Learning Teams (PLT) case study findings.	<ul style="list-style-type: none"> <li>• After conducting our needs assessments we realized the success of the students involved in inquiry. Our goal is to increase the number of content area teachers participating in Inquiry across curriculum and grade levels in order to improve student achievement.</li> </ul>
3. By June 2011, 100% of KAPPA III teachers will use technology as a means to bring 21 <sup>st</sup> Century skills of teaching and learning across the curriculum.	<ul style="list-style-type: none"> <li>• Our goal is to increase the use of SMART Boards and SMART technology to enhance an enriched instruction through multimedia and interactive activities to meet the needs of all types of learners.</li> </ul>
4. By June 2011, students will show gains in literacy by advancing two or more reading levels as evident by Fountas and Pinnell tri-annual running records.	<ul style="list-style-type: none"> <li>• Students reading below grade levels will show gains in literacy evidenced by advancing two or more reading levels on Fountas and Pinnell.</li> </ul>

**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.

**ELA, MATH, SCIENCE, SOCIAL  
STUDIES, HEALTH/PHYSED AND  
ARTS**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• <b>By June 2011, 100% of the KAPPA III will utilize data to inform and drive instruction as evident by the collection of data and development of lessons, goals and common assessments.</b></li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>Professional Development will be given in the areas of ARIS, collection of data, Grade keeper, Acuity, DYO Interim Assessments, Fontas and Pinnell, Rubrics, Predictive, Goal Setting, Study Island, Renzulli, Schools Attuned, Multiple Intelligence and differentiated instruction.</b></li> <li>• <b>We will engage our English Language Arts Teachers and Math Teachers in un-wrapping the common core standards.</b></li> <li>• <b>Internal and external staff developers will facilitate the professional development.</b></li> <li>• <b>Weekly common planning meetings focus on the use of data to plan and create assessments.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>All teachers have received a laptop for data usage.</b></li> <li>• <b>All teachers will use the GoogleDocs program</b></li> <li>• <b>Train teachers in the use of ARIS</b></li> <li>• <b>Teachers are provided with a common planning period</b></li> <li>• <b>Meet with the literacy and math team in regards to how their data from Periodic Assessments/classroom assessments should design/determine targeted lesson planning students.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Offer professional development in adolescent learning styles, brain development, leveling libraries across the content areas, and conferring with students.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teacher will plan lesson plans/unit plans around data are evidently planned with differentiated strategies which consider students with IEPs, gender based learning, students' reading ability. Teacher observations and walkthroughs reveal incorporated different learning styles and student work products across different learning styles.</li> <li>• Libraries are leveled and possess a variety of genres.</li> <li>• Assessments consider various learning styles and modalities.</li> <li>• Teachers will provide evidence of evolving curriculum development.</li> </ul>

**ELA, MATH, SCIENCE, SOCIAL  
STUDIES, HEALTH/PHYSED AND  
ARTS**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• <b>By June 2011, 100% of all KAPPA III teachers will participate in collaborative inquiry as evident by ARIS and case study findings.</b></li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• <b>During the 2009 – 2010 school year, 90% of the ELA and Math teachers were involved in the school’s inquiry work. For 2010 – 2011, we want to expand the inquiry work by engaging 100% of content area teachers in inquiry using the established strategies from the previous inquiry team.</b></li> <li>• <b>Last year’s inquiry team will become Tier II leaders and provide Professional Development around the inquiry process.</b></li> <li>• <b>Each team will conduct a case study based on their targeted population with the support of Administrators and consultants. Weekly meetings will be held to share best practices and progress of their students.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Children’s First Inquiry Team Funding.</b></li> <li>• <b>Staff: Mentor Teacher, extra Literacy and Math teacher</b></li> <li>• <b>Data Specialist: Compiling literacy data</b></li> <li>• <b>Hire a Literacy Coach</b></li> <li>• <b>Weekly Content and Grade Meetings</b></li> <li>• <b>Bi-weekly curriculum meetings</b></li> <li>• <b>Bi-weekly Committee meetings</b></li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• All content area teachers will identify a target group of students for inquiry in each respective subject area. They will document their work, student progress, next steps, and reflections on the CFI interface. Minutes from weekly department meetings, case studies of students and student work indicate that the inquiry teams are active in all content areas.</li> </ul>
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**Subject/Area (where relevant):** ELA, MATH, SCIENCE AND SOCIAL STUDIES

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, 100% of KAPPA III teachers will use technology as a means to bring 21<sup>st</sup> Century skills of teaching and learning across the curriculum.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• All teachers will be given laptops at the beginning of the year and funded through the budget.</li> <li>• All classrooms have SMART boards already installed and updated software, technologies and training will be provided through the budget funds.</li> <li>• A school wide Google Group will be created as an online professional learning community with training provided through department meetings.</li> <li>• Professional development will be provided by an outside consultant to focus on the Principles of Learning</li> <li>• Department meetings will be laptop based and teachers will work on data driven instruction on a weekly basis</li> <li>• Professional development will be provided by our support organization on data analysis, ACUITY and ARIS</li> <li>• 100% of teachers will use computers to plan instruction, organize student data and develop as a professional</li> <li>• 100% of teachers will use SMART Boards and SMART technologies to enhance and enrich instruction through multimedia, and interactive activities</li> <li>• 100% of teachers will collaborate through an online learning community set up through Google Groups</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>100% of teachers will incorporate the practices followed by the Principles of Learning in their unit plans.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• <b>Tax Levy NYSTL Hardware Funding.</b></li> <li>• <b>Staff: Mentor Teacher, extra Literacy and Math teacher</b></li> <li>• <b>Data Specialist: Compiling literacy data</b></li> <li>• <b>Hire a technology specialist</b></li> <li>• <b>Weekly Content and Grade Meetings</b></li> <li>• <b>Bi-weekly curriculum meetings</b></li> <li>• <b>Bi-weekly Committee meetings</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>The school Google Group and Individual groups will reflect the discussions from the year.</b></li> <li>• <b>Teachers will implement the use of technology to create a progress report that reflects the strengths and weaknesses of each child. This will be created in grade team meetings.</b></li> <li>• <b>Lessons will reflect strategic use of SMART software to engage students and enhance learning.</b></li> <li>• <b>Maintaining growth and learning as identified by software provided by Study Island and Renzulli.</b></li> <li>• <b>Student data will be uploaded and maintained current on teacher created spread sheet.</b></li> </ul>

Subject/Area (where relevant): ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will show gains in literacy by advancing two or more reading levels as evident by Fountas and Pinnell tri-annual running records.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Implementation of Fountas &amp; Pinnell Running Records three times per year</li> <li>• Continued school-wide use of DYO diagnostic tool five times per year</li> <li>• Continued school-wide use of ELA mock test in August, November, January and March.</li> <li>• Grade level assessment of student data five times per year (and on-going)</li> <li>• Targeted support for At Risk Students using data, extended time, &amp; Sat School</li> <li>• On-site teacher support from AUSSIE’s and LSO to enable us to differentiate literacy instruction and the Reading and Writing workshop.</li> <li>• Teachers employ reading and writing workshop model to differentiate instruction and to convey targeted skills in daily lesson plans.</li> <li>• Teachers will use curriculum, content, grade and committee teams to align the curriculum and assessments across grade levels and content areas.</li> <li>• Teachers will un-wrap the common core standards as a department.</li> <li>• Based on current teacher assessment, teachers use targeted reading strategies during small and whole group instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Staff: Mentor Teacher, extra Literacy teacher</li> <li>• Hire a literacy Coach</li> <li>• Trainers: AUSSIE literacy coach and LSO Literacy Specialist</li> <li>• Data Specialist: Compiling literacy data</li> <li>• Weekly Content Meetings</li> <li>• Bi-weekly curriculum meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• September: Initial Diagnostic for Running Records, DYO Assessment</li> <li>• October: DYO Assessment</li> <li>• October: Running Record</li> <li>• November: Analysis of Data, creation of Target Populations</li> <li>• November: Family Conferences</li> </ul>

- **November: Literacy Academies**
- **December: Analysis of Data**
- **January: Running Records**
- **February: DYO Assessment**
- **March: ELA Predictive**
- **April: DYO Assessment**
- **May: Running Record**
- **June: DYO Assessment**
- **June: Final Analysis of Literacy Gains via Running Records, DYO and State Testing**
- **Projected Gains: 100% of students reading below grade level will move up 2 or more reading levels**

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – 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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	110	110	26	21	10	0	0	0
7	102	102	16	22	12	0	0	0
8	61	61	18	33	4	0	0	0
9								
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics            During AIS the following programs are being utilized: “Study Island” and “Renzulli”            Small group instruction            Acuity is used to create assignments based on skills            Differentiate assignments, based on student levels, interest and learning modalities.            Use kits to develop student skills and sub-skills strengths in areas that need attention.            English Language Arts teachers, with the guidance of the ELA consultant will plan and implement strategies to address the identified needs of the learner  <b>Students will learn and apply varied reading comprehension skills as modeled by the teacher.</b>  <b>Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.</b>  <b>Parents will be sent quarterly progress reports to reflect gains.</b></p>
<b>Mathematics:</b>	<p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics            During AIS the following programs are being utilized: “Study Island” and “Renzulli”            Small group instruction            Acuity is used to create assignments based on skills            Differentiate assignments, based on student levels, interest and learning modalities.  <b>Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.</b>  <b>Parents will be sent quarterly progress reports to reflect gains.</b></p>
<b>Science:</b>	<p>Small Group Instruction            Students will receive additional services to support as needed the development of writing labs, review for testing and completion of science projects.            Implement a hands-on learning approach through the use of FOSS Kits  <b>Students will use a hands mobile science lab utilizing a variety of learning modalities.</b>  <b>Parents will be sent quarterly progress reports to reflect gains.</b></p>

<b>Social Studies:</b>	<p>Small group instruction          Develop the skills to answer document based questions          Graphs and illustrations will be used to develop a greater understanding of interpretive data.          Compare and contrast two or more documents in historical data.          Students will receive additional support as needed for the development of essay writing, completion of social studies projects and test review.          Parents will be sent quarterly progress reports to reflect gains.</p>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<p>Our guidance counselor provides group and one-on-one counseling to at-risk students. In addition our guidance counselor has created an advisory component to service all of the students in the school. This service occurs during the school-day. Our counselor also services students referred to him via our Pupil Personnel Team. Our PPT committee receives referrals from teachers and parents with concern of a child's social/emotional state as well as academic deficiencies. When necessary our school counselor will mediate meetings with parents and students to discuss school performances.</p>
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Will be requested if the PPT committee provides referrals.</p>
<b>At-risk Services Provided by the Social Worker:</b>	<p>Will be requested if the PPT committee provides referrals.</p>
<b>At-risk Health-related Services:</b>	<p>Will be requested if the PPT committee provides referrals.</p>

**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) Language Allocation Policy to this CEP.

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**Language Allocation Policy  
2010-2011**

**Part I. ELL Demographics**

KAPPA III is a small multicultural middle school located in the Bronx with a strong connection between parents, students and school staff. KAPPA III has 272 students; 110 in grade 6, 102 in grade 7 and 61 in 8<sup>th</sup> grade. There are a total of 22 ELL students enrolled, which represents 8.73% of the total school population. There are 15 ELL students in grade 6, 7 ELL students in grade 7, and 3 ELL students in grade 8. Freestanding ESL is the program choice for parents based on parent selection forms. 24 of these ELL students speak Spanish as a native language. Based on the LAB-R and NYSESLAT 19 of the ELL students scored at the Advanced Level, 6 at the Intermediate Level, and 0 at the Beginner Level. Based on student data, reading & writing ability seems to be our students’ weakest modality; listening and speaking the strongest. Based on city and state assessment data, these students are approaching grade level in the content areas. The language of instruction is English. The students were grouped according to proficiency level and receive mandated minutes according to CR-Part 154 regulations.

<b>ELL Program Breakdown</b>										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education										0
Dual Language										0
Freestanding ESL										
Self-Contained										0
Push-In							15	7	3	25
Total							15	7	3	25

Our ELL students receive ESL instruction as a freestanding model. There are 0 students with interrupted formal education (SIFE) students. Our small size allows for easy communication about lesson planning and student development during common- planning periods to maximize English language acquisition. Our goal is to infuse ESL strategies in our content area instruction program. Our teachers use the constructivist-model of education, allowing our ELL students the opportunity to acquire English language skills through cooperative group work and project-based learning. Parents are informed about the choice of programs; all of our parents have selected the free-standing ESL program.

**Part II: ELL Identification Process**

When a new student arrives at KAPPA III, the ESL Coordinator reviews the Home Language Identification Survey (HLIS) for testing eligibility. If it is determined that the student is eligible for LAB-R testing according to the responses on the HLIS, the test is administered and scored. If the student scores within the range to be deemed eligible for ESL services, the parent is informed by letter and invited to attend a Parent Orientation session where the three program model choices are explained. The video (*The Parent Connection – An Orientation for Parents of Newly Enrolled English Language Learners*) is viewed explaining the programs available to ELLs and a selection form is provided so that the parent may choose a program for their child. Parent/guardians are provided an opportunity to ask questions and become familiar with the ESL teacher, Parent Coordinator and the school. The parent selection form determines the program for the student, which in the case of KAPPA III is Free-standing ESL.

<b>Number of ELLs by Subgroups</b>					
ALL ELLs	24	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	10

<b>ELLs by Subgroups</b>									
	<b>ELLs (0-3 years)</b>			<b>ELLs (4-6 yers)</b>			<b>Long-Term ELLs (completed 6 years)</b>		
<b>TBE</b>									
<b>Dual Language</b>									
<b>ESL</b>	<b>4</b>		<b>1</b>	<b>11</b>		<b>6</b>	<b>10</b>		<b>4</b>
<b>Total</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>4</b>

<b>Freestanding English as a Second Language</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish							15	7	3	25
Chinese										
Russian										
Bengali										
Urdu										
Arabic										
Haitian Creole										
French										
Korean										
Punjabi										
Polish										
Albanian										
Other										
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>7</b>	<b>3</b>	<b>25</b>

### Part III: ESL Program

Our free standing ESL program combines grade levels and proficiency levels in a blended pullout/push in model to meet required mandated minutes and is taught by one ESL Certified Teacher. Students are pulled out to acquire language in a small group setting. Students are supported in their content area instruction on an individual basis through differentiated activities during this time, which allows for academic language practice. Vocabulary building strategies are made explicit. The ESL Teacher pushes in to literacy instruction to support reading comprehension and the writing process.

The ESL teacher utilizes a variety of instructional strategies based on the results of the NYSESLAT exam and other informal assessment instruments to meet the individual needs of the ELL students. These strategies will address the four modalities which are listening, speaking, reading and writing. The materials that will be used address the varied needs of the students. ESL instructional strategies are aligned with the ELA and ESL standards.

Scaffolds for ELLS include schema building through the use of graphic organizers, such as Venn diagrams to compare and contrast then and now. This builds prior knowledge on a particular topic and helps organize a writing piece. In order to build listening comprehension, students listen to a shared reading and then orally retell what the story is about. Reading comprehension skills and writing skills are taught through vocabulary building exercises. Students are also taught how to chunk information into small more meaningful units. There are also opportunities for students to work in small groups on projects that bring together all modalities of learning. Role playing helps to develop social skills and also gives students the opportunity to make oral presentations in front of other students. In test preparation, students are taught to self monitor how they answer questions that are presented in unfamiliar ways. Native language support is provided through materials available in classroom libraries, and through preview and review translation and clarification, when possible.

KAPPA III supports recently proficient ELLs for an additional year through AIS services. Students are programmed to report to AIS for small group instruction to continue to support their academic language acquisition. Students are provided with rigorous units of study that focus on literacy skills according to their individual needs.

KAPPA III does not have any Newcomers to the country this year. When we do receive newcomers, they are supported by partnering them with peers from the same language group, providing contextualization through the use of pictures, video clips and field trips. Translation to the native language is also utilized when possible.

We have noticed long term ELLs need support in elaborating abstract concepts which is supported by Goldenberg’s research. KAPPA III provides enrichment for long term ELLs to build background knowledge and expand their connections to understand more deeply content area material. This is done through regular day ESL instruction as well as during extra-curricular before school, after school and Saturday programs. Scaffolds for ELLs to address the needs include bridging to prior knowledge, modeling, contextualizing content material, schema building and meta-cognitive activities.

Based on ELL achievement, new programs and configurations are considered for the upcoming school year.

<b>OVERALL NYSELAT PROFICIENCY RESULTS (LAB-R FOR NEW ADMITS)</b>										
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
Beginner (B)										<b>0</b>
Intermediate (I)							<b>2</b>	<b>4</b>	<b>0</b>	<b>6</b>
Advanced (A)							<b>3</b>	<b>3</b>	<b>3</b>	<b>19</b>
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>7</b>	<b>3</b>	<b>25</b>

### ESL/AIS Program:

One of our additional programs offered to enhance the learning experience for all the ELL students, in addition to the CR-Part 154 mandates, is an additional ESL class which takes place during the school day. ELL students receive additional small group instruction and strategies to help them in all content areas as well as preparation for the NYSESLAT, the State ELA exam and the State Math exam. In addition, the ESL instructor implements several programs to support the needs of ELL students such as Renzulli Learning, Study Island, and Acuity, which are computer based programs that allow students to work at their own level and pace while strengthening their reading, writing, and listening skills. Some other materials used are the English Yes! Series, which has five different levels of English, and teaches students the English language through multicultural folktales; Kaplan and Coach, which focuses on both ELA and math.

### Professional Development 2009-2010

KAPPA III will have professional development designed for grade and or curriculum meetings. This professional development will present all teachers and staff with proven researched based study that will provide strategies for instruction to enhance student learning. New teachers are provided with professional development opportunities to acquire the seven and a half hours required under Jose P. regulations. This information is recorded in the pedagogue's personnel file. The professional development will be presented by Math and ELA consultants from AUSSIE, SETRC Trainers, ELL Instructional Specialists from the Leadership LSO, Administrators, Bilingual Education Technical Assistance Centers (BETAC) and other outside consultants. The professional development will focus on but will not be limited to:

- September - Balanced Literacy
- October - Orientation to ESL Program
- November - Analyzing and using Data to Drive Instruction
- December - The Principles of Learning
- January - ESL Methodologies and Strategies
- February - Mathematics
- March - Formal and Informal Assessments
- April - Intervention Strategies//NYSESLAT Training
- May - Balanced Literacy II
- June - Planning for next year

### Parent/Community Involvement:

One of the "Essential Features" that makes Kappa III unique is it's parental/guardian compact and agreement to excellence. Our school relies on the commitment and support of parents to ensure that students meet high expectations. In doing so, we provide consistent parent meetings to maintain a relationship between the school and general program requirements for English Language Learners. The orientation will be conducted within the first month of school. This orientation will be provided by a school administrator, an ESL teacher and the parent coordinator. Forum will be some of the avenues to maintain consistent communication with our KAPPA III parents. All of the information shared with parents will be

disseminated in the language they understand other than English. Our school will have a parent/liaison responsible for making additional outreach gestures to secure all the needs of our parents are attended to.

**Part IV: Assessment Analysis**

**ELA**

Students in levels 1 & 2 are provided with extra support through focused conferencing. Students are invited to participate in extra-curricular activities that would benefit their progress. Explicit vocabulary building and reading comprehension strategies are provided through connected, interdisciplinary units. Running records are utilized to monitor reading levels. Rigorous literature is provided and materials are developed to differentiate according to need and move students to the next level.

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		14	1		15
7	3	3	1		6
8		2			2
NYSAA Bilingual Special Ed.					0

**Math**

Student progress is monitored through the use of portfolios, and Acuity testing. Targeted skills and assignments are created in Math to move students to mastery utilizing the corresponding additional Acuity resources. Lessons are differentiated to address the student needs in Math.

<b>NYS MATH</b>									
<b>LEVEL 1</b>		<b>LEVEL 2</b>		<b>LEVEL #</b>		<b>LEVEL 4</b>		<b>TOTAL</b>	
<b>Grade</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	
<b>3</b>									<b>0</b>
<b>4</b>									<b>0</b>
<b>5</b>									<b>0</b>
<b>6</b>									<b>15</b>
<b>7</b>									<b>7</b>
<b>8</b>									<b>2</b>
<b>NYSAA Bilingual Spec. Ed.</b>									<b>0</b>

### Science & Social Studies

All content area teachers are involved in the data analysis and planning for student success. The Inquiry team examined performance indicators in Science and Social Studies to find alignment and connections to skills in ELA, as well as concepts in math. Resources and lessons are developed and differentiated to target skills in need of improvement. Progress is monitored closely by teachers through assessment, portfolios and conferences. This information is articulated on a regular basis to students and families.

<b>NYS SCIENCE</b>									
	<b>LEVEL 1</b>		<b>LEVEL 2</b>		<b>LEVEL 3</b>		<b>LEVEL 4</b>		<b>TOTAL</b>
	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	<b>English</b>	<b>NL</b>	
<b>4</b>	<b>7</b>		<b>7</b>		<b>9</b>		<b>1</b>		<b>24</b>
<b>8</b>									<b>0</b>
<b>NYSAA Bilingual Spec. Ed.</b>									<b>0</b>

## NYS SOCIAL STUDIES

	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		TOTAL
	English	NL	English	NL	English	NL	English	NL	
4	<b>7</b>		<b>6</b>		<b>8</b>		<b>1</b>		<b>24</b>
8									<b>0</b>
NYSAA Bilingual Spec. Ed.									<b>0</b>

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

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

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

### Section I. Student and School Information

Grade Level(s) 6-8 \_\_\_\_\_ Number of Students to be Served: 25 LEP 252 Non-LEP

Number of Teachers 17 Other Staff (Specify) 2 Paraprofessionals

## School Building Instructional Program/Professional Development Overview

### Section II. Title III, Part A LEP Program Narrative

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

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**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.

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### Section III. Title III Budget

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

- Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### 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**

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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.

In order to assess the needs of our school, we utilized the home language survey completed by the parents of our English language learners, reviewed the school LAP and consulted with the Parent Association and the School Leadership Team to ensure that the needs of our community were being met in terms of translation and oral interpretation. We also utilized responses from the school's Learning Environment Survey.

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.

Our findings confirmed that our parents need oral and written information in Spanish. These findings were acted on by providing letters home and communications from the school in both English and Spanish for the benefit of all of our families. Every department in our school has been notified and translation services are available, whether oral or written in Spanish.

#### **Part B: Strategies and Activities**

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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.

**The school currently will provide written translation services for all letters sent home in 2010-2011. The school Principal, Parent Coordinator and PTA President, translates letters home into Spanish that announce important events or policies. In addition, the parent coordinator will begin to issue monthly school event calendars and newsletters that are in English on one side and Spanish on the reverse.**

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.

**The school currently provides interpretation services for all school community events and in 2010-11 will make ensure that bilingual staff members are available at events that are open to the school community to provide interpretation services. Interpretation services will be provided by the school Principal, Parent Coordinator and PTA President. The PTA has bilingual members that provide interpretation for their monthly meetings and various events.**

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>.

**KAPPA III will update the home language information available on ATS as well as post information to parents and families on how to obtain translation or interpretation services. At the beginning of the 2010-11 school year, KAPPA III will send a letter home in English and Spanish to families detailing the rights of families to information released by the school. For additional outreach, parents of newly arrived students will be invited to events in the fall that will outline their rights for translation and interpretation services and the relevant contact information for the school, regional and city contacts for such services.**

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			15,030
2. Enter the anticipated 1% set-aside for Parent Involvement:			618
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	2,402	*	
4. Enter the anticipated 10% set-aside for Professional Development:	12,010	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## KAPPA III COMMITMENT TO EXCELLENCE

### SCHOOL PARENTAL INVOLVEMENT POLICY

#### PART I - GENERAL EXPECTATIONS\_

**NOTE:** Each school level Parental Involvement Policy must establish the school’s expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA*]

KAPPA III agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing

information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- *that parents play an integral role in assisting their child’s learning;*
- *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 decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

**NOTE:** The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [*Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA*] This is a “sample template” as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. KAPPA III will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - KAPPA III will use a phone master, mailings, and website to announce the need for parents to participate in crafting this plan

- KAPPA III will use its representative on the CEC to obtain information on the districts parent involvement policy goals
  - KAPPA III will use its Parent Association and School Leadership Team meetings to submit and vote on changes in the policy.
2. KAPPA III will take the following actions to involve parents in the process of school review and improvement under Section 1116-*Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
    - KAPPA III will survey parents about their opinions on improving the school.
    - KAPPA III will use its parent coordinator to participate with Parents on school walkthroughs to learn about instructional goals.
    - KAPPA III will place the results of these observations as part of its CEP and School Wide Plan.
  3. KAPPA III will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: **(Title I School Wide Plan)** by:
    - Setting aside 1% for parental involvement
    - Participation with parents elected members on the school leadership plan
    - Coordinating workshops to discuss the role of Title I funds and how they can be implemented.
  4. KAPPA III 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 the quality of its Title I, Part A program. 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) its parental involvement policies.
  5. KAPPA III will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
    - 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; workshops that help parents support their children's academic development. Outside consultants workshops on social and emotional issues in adolescence. Coordinating an open door policy with the Parent Coordinator to visit classrooms and view lessons in action. Helping to coordinate elections for participation in the school leadership team and using mailings, school website, and phone master.

➤ the State's academic content standards;

- the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child’s progress; and
  - how to work with educators.
- 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: utilizing the parent coordinator to give workshops, teachers to conduct monthly workshops and classroom celebrations that discuss how to improve reading. Obtain outside consultants to assist with providing parent workshops.
  - The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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: utilizing the school website to promote school activities, utilizing the parent phone and mailings to increase parent communication.
  - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with School-Wide Programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by: posting mailings, increasing the use of the website and district events as well as using CBOs such as Young Athletes Inc. to promote programming.
  - The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: through mailings and the school website.

**KAPPA III COMMITMENT TO EXCELLENCE  
PARENT/GUARDIAN COMPACT**

Name of Parent/Guardian: \_\_\_\_\_

Name of Student: \_\_\_\_\_

**We fully commit to KAPPA III in the following ways:**

- We will make sure our child arrives at KAPPA III on time, ready for instruction and in proper uniform.
- We will make arrangements for our child to participate in any after-school enrichment program.
- We will make certain our child attends any mandated Saturday program.
- We will sign our child's homework every night and return school notices in a timely manner.
- We will make certain our child reads at least 20 minutes every evening.
- We will call the school between the hours of 7:30-8am to report our child's absence for the day.
- We will submit a physician's letter to document our child's absence.
- We will assist the school in fundraising activities; attend orientations, conferences and family activities.
- We will make full restitution for any damaged property such as vandalism/graffiti or lost school items such as textbooks, gym equipment and banners/signs.

Failure to adhere to the commitment may cause my child to lose various KAPPA III privileges as well as lead towards class removals and formal Suspension as identified by the Chancellor's Discipline Code.

Parent/Guardian Signatures: \_\_\_\_\_

*Date* \_\_\_\_\_

## **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.  
As per the New York City memorandum, all city schools will be working with McGraw-Hill to institute a 5 assessment-benchmark system to observe or measure progress toward meeting the state standards in ELA and Mathematics. The information will be posted online for the teachers, administrators, and parents to view according to class, grade, and/or individually. For staff, this information will be used to direct instruction and differentiate topics covered in class. Parents will be able to use the information to develop a plan with the teachers to help raise the achievement level of their child. For Social Studies and Science, benchmarks and a diagnostic will be implemented to measure whether or not the students are meeting standards. Again, differentiated instruction will be based on the results.
  
2. School-wide 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.
  
3. Instruction by highly qualified staff.

- a. Use informal and formal observations, learning walks, walk-throughs, and classroom visitations to assess teacher progress.
  - b. Mid and end-of-the-year evaluations to measure progress.
  - c. Use student engagement, lesson plan reviews, and student work to identify teachers who are in need of professional development and additional support such as inter-visitations, observing demonstration lessons, and/or direct instruction from consultants, lead teachers, or administration.
  - d. Offer professional development in areas of need.
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.
- A. We selected the Elite package from our Learning Support Organization. This package includes ongoing professional development and support for our administrators and staff members.
  - B. A mentor and a Network Leader will be assigned to work with the principal through the NYC Leadership Academy.
  - C. Workshops will be offered to parents on a monthly basis to provide information on state testing, providing appropriate grade level literature, and Title I funding.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- a. The open market, a network of principals who have excessed teachers and Inside schools website will be accessed to find highly qualified staff members.
  - b. A group of staff members will be gathered to recruit and execute a level of interviewing for potential candidates
6. Strategies to increase parental involvement through means such as family literacy services.

*Monthly parent/professor forums will take the form of workshops in both academic and parenting areas.*

*We will demonstrate clear expectations, evidence of the curriculum and the culture of KAPPA III as parents are always encouraged to attend school trips, planning retreats and outings. For example, we hold an annual event for seventh grade students that address the social/emotional state of an adolescent learner in preparation for the eight grade called Challenge Day. We will also invite parents to our weekend student retreat to Camp Beckett Massachusetts. This is collaboration with the YMCA to instill leadership qualities and abilities for our current eighth grade students as they transition into high school.*

- *Weekly ESL forum/workshops for parents to strengthen their English Speaking abilities*
- *Bi-weekly guest speaker series*
- *Creating a cohort of parent volunteers in collaboration with Learning Leaders*
- *Saturday parent/professor forum*
- *Expression through painting*
- *Child safety workshop*
- *Finance workshop*

- *Gang awareness*
- *New York State Standards in English Language Arts*
- *New York State Standards in Mathematics*
- *Growing up healthy and self-esteem*
  - *HIV/AIDS*
  - *A school-parent compact will be written outlining methods on how parents can support their child's learning. Some of the ideas will be ensuring their child is completing their daily independent reading and writing after school, completing reading logs, and creating interest in reading by modeling, reading to their children, and providing books to their children at home.*

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.

Weekly meetings will be held to review assessment results. Teachers will meet weekly to develop strategies to focus on individual 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.

Teachers will meet once a week in their content areas and once a week in grade meetings to discuss student progress. During this time, they will review data collected. This information will be used to identify students having difficulty mastering the proficient or advanced levels. Additional support will be put in place to support these students by providing interventions, resources that meet their needs, more reading material at either a higher or lower level, and/or tutoring.

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.

Grade Teams and the School Leadership Team will assess for the student and community needs. Programs will be identified to establish preventions or solutions to possible or existing difficulties. Each entity will be responsible for recruitment of staff and/or consultants to set up, implement, and recruit students. Per session opportunities and consultants will be considered for support in developing or recruiting programs.

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

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

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

**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.

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

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 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:** \_\_\_\_\_ **SURR<sup>3</sup> 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**

1. 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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. 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.

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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.

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

## 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>

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### **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.)

**We currently have seven students in temporary housing.**

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

**The services that we are currently providing for students in temporary housing are: counseling, free school uniforms, free school supplies, extra time is provided for breakfast in the morning and an extra lunch/snack program as well as referrals for outside resources.**

### **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**

*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**

<b>School Name:</b>	Kappa III					
<b>District:</b>	12	<b>DBN:</b>	12X316	<b>School</b>		321200010316

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.4	93.7	93.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.8	94.8	94.4
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	66	97	110	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	89	76	102		60.2	78.8	82.5
Grade 8	95	84	61				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	12	13
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	250	257	273	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	11	16	19	Principal Suspensions	23	28	19
# in Collaborative Team Teaching (CTT) Classes	15	20	17	Superintendent Suspensions	4	2	9
Number all others	19	18	18				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	15	20	19
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	5	4
# receiving ESL services only	20	18	TBD				
# ELLs with IEPs	2	8	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	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
	0	1	9	% fully licensed & permanently assigned to this school	100.0	100.0	89.5
				% more than 2 years teaching in this school	26.7	35.0	47.4
				% more than 5 years teaching anywhere	13.3	20.0	26.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	27.0	50.0	47.4
American Indian or Alaska Native	0.4	0.4	3.3	% core classes taught by "highly qualified" teachers	80.4	100.0	74.0
Black or African American	38.4	33.5	23.4				
Hispanic or Latino	57.2	62.6	70.0				
Asian or Native Hawaiian/Other Pacific	2.8	1.9	0.4				
White	1.2	1.2	1.5				
<b>Male</b>	45.6	50.6	48.7				
<b>Female</b>	54.4	49.4	51.3				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	75.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>CFN 608</b>	District <b>12</b>	School Number <b>316</b>	School Name <b>KAPPA III</b>
Principal <b>Elisa Alvarez</b>		Assistant Principal <b>Jean E Colon</b>	
Coach <b>type here</b>		Coach <b>Beth Perricone</b>	
Teacher/Subject Area <b>Amy Maresca</b>		Guidance Counselor <b>Teresa Boman</b>	
Teacher/Subject Area <b>Nicole Vairo</b>		Parent <b>Maria Deleon</b>	
Teacher/Subject Area		Parent Coordinator <b>Juana Ovalles</b>	
Related Service Provider <b>Daisy Deynes</b>		Other <b>Stephanie Pena</b>	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	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	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>273</b>	Total Number of ELLs	<b>25</b>	ELLs as Share of Total Student Population (%)	<b>9.16%</b>
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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.

When a new student arrives at KAPPA III, the ESL Coordinator reviews the Home Language Identification Survey (HLIS) for testing eligibility. If it is determined that the student is eligible for LAB-R testing according to the responses on the HLIS, the test is administered and scored. If the student scores within the range to be deemed eligible for ESL services, the parent is informed by letter and invited to attend a Parent Orientation session where the three program model choices are explained. The video (The Parent Connection - An Orientation for Parents of Newly Enrolled English Language Learners) is viewed explaining the programs available to ELLs and a selection form is provided so that the parent may choose a program for their child. Parent/guardians are provided an opportunity to ask questions and become familiar with the ESL teacher, Parent Coordinator and the school. The parent selection form determines the program for the student, which in the case of KAPPA III is Free-standing ESL.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							15	7	3					25
<b>Total</b>	0	0	0	0	0	0	15	7	3	0	0	0	0	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
<b>All ELLs</b>	25	<b>Newcomers (ELLs receiving service 0-3 years)</b>	4
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	11
		<b>Special Education</b>	11
		<b>Long-Term (completed 6 years)</b>	10

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4		1	11		6	10		4	25
<b>Total</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>6</b>	<b>10</b>	<b>0</b>	<b>4</b>	<b>25</b>

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
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							15	7	3					25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	15	7	3	0	0	0	0	25

**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.

Our free standing ESL program combines grade levels and proficiency levels in a blended pullout/push in model to meet required mandated minutes and is taught by one ESL Certified Teacher. Students are pulled out to acquire language in a small group setting. Students are supported in their content area instruction on an individual basis through differentiated activities during this time, which allows for academic language practice. Vocabulary building strategies are made explicit. The ESL Teacher pushes in to literacy instruction to support reading comprehension and the writing process.

The ESL teacher utilizes a variety of instructional strategies based on the results of the NYSESLAT exam and other informal assessment instruments to meet the individual needs of the ELL students. These strategies will address the four modalities which are listening, speaking, reading and writing. The materials that will be used address the varied needs of the students. ESL instructional strategies are aligned with the ELA and ESL standards.

Scaffolds for ELLs include schema building through the use of graphic organizers, such as Venn diagrams to compare and contrast then and now. This builds prior knowledge on a particular topic and helps organize a writing piece. In order to build listening comprehension, students listen to a shared reading and then orally retell what the story is about. Reading comprehension skills and writing skills are taught through vocabulary building exercises. Students are also taught how to chunk information into small more meaningful units. There are also opportunities for students to work in small groups on projects that bring together all modalities of learning. Role playing helps to develop social skills and also gives students the opportunity to make oral presentations in front of other students. In test preparation, students are taught to self monitor how they answer questions that are presented in unfamiliar ways. Native language support is provided through materials available in classroom libraries, and through preview and review translation and clarification, when possible.

KAPPA III does not have any Newcomers to the country this year. When we do receive newcomers, they are supported by partnering them with peers from the same language group, providing contextualization through the use of pictures, video clips and field trips. Translation to the native language is also utilized when possible.

We have noticed long term ELLs need support elaborating abstract concepts which is supported by Goldenberg's research. KAPPA III provides enrichment for long term ELLs to build background knowledge and expand their connections to understand more deeply content area material. This is done through regular day ESL instruction as well as during extra-curricular before school, after school and Saturday programs. Scaffolds for ELLs to address the needs include bridging to prior knowledge, modeling, contextualizing content material, schema building and meta-cognitive activities.

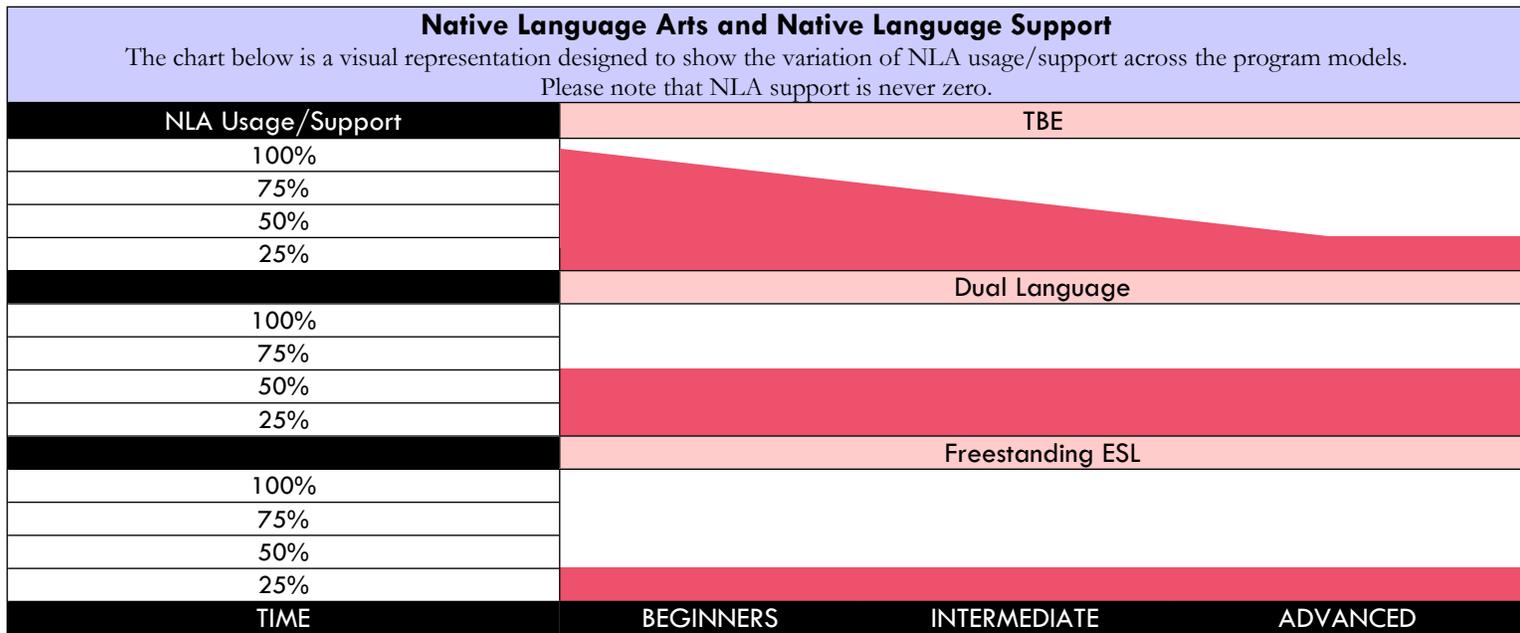
Based on ELL achievement, new programs and configurations are considered for the upcoming school year.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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?

One of our additional programs offered to enhance the learning experience for all the ELL students, in addition to the CR-Part 154 mandates, is an additional ESL class which takes place during the school day. ELL students receive additional small group instruction and strategies to help them in all content areas as well as preparation for the NYSESLAT, the State ELA exam and the State Math exam. In addition, the ESL instructor implements several programs to support the needs of ELL student such as Renzulli Learning, Study Island, and Acuity, which are computer based programs that allow student to work on their own level and pace while strengthening their reading, writing, and listening skills. Some other materials used are the English Yes! Series, which has five different levels of English, and teaches students the English language through multicultural folktales; Kaplan and Coach, which focuses on both ELA and Math.

### 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.

KAPPA III will have professional development designed for grade and or curriculum meetings. This professional development will present all teachers and staff with proven researched based study that will provide strategies for instruction to enhance student learning. New teachers are provided with professional development opportunities to acquire the seven and a half hours required under Jose P. regulations. This information is recorded in the pedagogue's personnel file. The professional development will be presented by Math and ELA consultants from AUSSIE, SETRC Trainers, ELL Instructional Specialists from the Leadership LSO, Administrators, Bilingual Education Technical Assistance Centers (BETAC) and other outside consultants. The professional development will focus on but will not be limited to:

September	-	Balanced Literacy
October	-	Orientation to ESL Program
November	-	Analyzing and using Data to Drive Instruction
December	-	The Principles of Learning
January	-	ESL Methodologies and Strategies
February	-	Mathematics
March	-	Formal and Informal Assessments
April	-	Intervention Strategies//NYSESLAT Training

May	-	Balanced Literacy II
June	-	Planning for next year

### 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?

One of the “Essential Features” that makes Kappa III unique is it’s parental/guardian compact and agreement to excellence. Our school relies on the commitment and support of parents to ensure that students meet high expectations. In doing so, we provide consistent parent meetings to maintain a relationship between the school and general program requirements for English Language Learners. The orientation will be conducted within the first month of school. This orientation will be provided by a school administrator, an ESL teacher and the parent coordinator. Forum will be some of the avenues to maintain consistent communication with our KAPPA III parents. All of the information shared with parents will be disseminated in the language they understand other than English. Our school will have a parent/liaison responsible for making additional outreach gestures to secure all the needs of our parents are attended to.

## 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)							2	4						6
Advanced (A)							13	3	3					19
Total	0	0	0	0	0	0	15	7	3	0	0	0	0	25

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

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6				14		1			15
7		4		3		1			8
8				2					2
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		9		5				16
7	3		2		2				7
8			1		1				2
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	7		7		9		1		24
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	9		6		8		1		24
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				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Student progress is monitored through the use of portfolios, and Acuity testing. Targeted skills and assignments are created in Math to move students to mastery utilizing the corresponding additional Acuity resources. Lessons are differentiated to address the student needs in Math. Science & Social Studies

All content area teachers are involved in the data analysis and planning for student success. The Inquiry team examined performance indicators in Science and Social Studies to find alignment and connections to skills in ELA, as well as concepts in math. Resources and lessons are developed and differentiated to target skills in need of improvement. Progress is monitored closely by teachers through assessment, portfolios and conferences. This information is articulated on a regular basis to students and families.

### 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		