



**KNOWLEDGE AND POWER PREPARATORY ACADEMY  
INTERNATIONAL HIGH SCHOOL (KAPPA)**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: KNOWLEDGE AND POWER PREPARATORY ACADEMY  
INTERNATIONAL HIGH SCHOOL (KAPPA)**  
**ADDRESS: 500 EAST FORDHAM ROAD**  
**TELEPHONE: 718-933-1247**  
**FAX: 718-933-1568**

MARCH 2011



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321000011374      **SCHOOL NAME:** Knowledge and Power Preparatory Academy International High School (Kappa)

**SCHOOL ADDRESS:** 500 EAST FORDHAM ROAD, BRONX, NY, 10458

**SCHOOL TELEPHONE:** 718-933-1247      **FAX:** 718-933-1568

**SCHOOL CONTACT PERSON:** PANOREA PANAGIOSOULIS      **EMAIL ADDRESS:** PPanagi@schools.nyc.gov

**POSITION / TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Laurel Schwartz

**PRINCIPAL:** PANOREA PANAGIOSOULIS

**UFT CHAPTER LEADER:** Maria Abreu

**PARENTS' ASSOCIATION PRESIDENT:** Ibelice Estevez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Wei Zhen Chen

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

**NETWORK LEADER:** Derek Smith/Sharon Prince/Enid Serrano

**SUPERINTENDENT:** ELENA PAPALIBERIOS

**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
PANOREA PANAGIOSOULIS	Principal	Electronic Signature Approved.
Nicolas Cracco	Admin/CSA	Electronic Signature Approved. Comments: Reviewer approved, but was not available for electronic confirmation at the time of submission
Laurel Schwartz	UFT Member	Electronic Signature Approved. Comments: Reviewer approved, but was not available for electronic confirmation at the time of submission

\* 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.

Knowledge and Power Preparatory Academy (KAPPA) International is a four-year public high school that

The school opened in the fall of 2007 and will have its first graduating class in the spring of 2011. KAPPA became an accredited IBO World school in 2008 and began offering IB courses in the fall of 2009. IBO schools that share a common philosophy - a commitment to the high quality, challenging, international education that KAPPA International believes is important for our students' success.

The school plans an annual international, educational trip. Previous trips include Greece, Costa Rica, Egypt and Jordan, and Italy.

To prepare students for the challenges of the International Baccalaureate, we have established the following programs: Extended Day and Saturday Academy, Model UN Program, School Pledge, Intensive Music Program, Intensive Foreign Language Program, School Uniform, Service Learning component, and community meetings.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Knowledge and Power Preparatory Academy International High School (Kappa)								
<b>District:</b>		10	<b>DBN #:</b>		10X374	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</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 type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.2	90.8	TBD	
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			100	95.83	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			60	81.1	84.6	
Grade 8		0	0	0						
Grade 9		122	106	97	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	116	91	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	107			0	4	TBD	
Grade 12		0	0	0						
Ungraded		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Total		122	222	295	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	3	0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		0	21	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	0	11	Superintendent Suspensions		0	3	TBD	
Number all others		2	17	19						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	40	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	6	15	19	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	3	Number of Teachers	7	15	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	2	2	TBD
				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	0	0	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	0	0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	29	13	TBD
American Indian or Alaska Native	1.6	0.9	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	81	82.8	TBD
Black or African American	36.9	35.6	36.9				
Hispanic or Latino	59	59.9	58.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.6	1.8	1				
White	0.8	1.8	2				
Multi-racial							
<b>Male</b>	41	45.9	46.8				
<b>Female</b>	59	54.1	53.2				
<b>2009-10 TITLE I STATUS</b>							
<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 type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<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				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
<b>Student groups making AYP in each subject</b>				<b>4</b>	<b>4</b>		

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	NR	<b>Overall Evaluation:</b>	W
<b>Overall Score</b>	NR	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	6	Quality Statement 5: Monitor and Revise	√

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

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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



### **Student Performance Trends**

As we look forward to our first graduating class, there are several specific performance trends that we can identify. First, our cohort 2011 has been highly successful. With a class of 102 students, 39 students are candidates for the prestigious International Baccalaureate Diploma and 54 are slated for the Advanced Regents Diploma. Aside from long-term absentees, our Global History, US History and English pass rates for the class are over 90% and there are fewer than 5 students still requiring either Math or Science Regents Examinations. We are currently aiming for a graduation rate of upwards of 80%.

We have noticed, however, that the Regents pass rates and credit accumulation have been lower for our 2012 cohort. Particularly in the literacy-heavy content areas – English and Global History – we had pass rates of approximately 70%. While the data is not directly correlative (because the 2011 cohort tested for English in either sophomore or junior year, which the 2012 cohort tested in the sophomore year), the data reflects a larger concern that, while this cohort has made drastic progress from their predicted pass rates from 8<sup>th</sup> grade scores and early 9<sup>th</sup> grade diagnostic data, after two years, not as many of them are fully prepared to undertake the challenges of the International Baccalaureate Program.

In terms of credit accumulation, in the 2008-2009 school year, this cohort was quite successful, with 87% earning 10+ credits in the first year, and 72% of the lowest third earning 10+ credits, placing us in the upper half of our peer horizon. In the 2009-2010 school year, however, 69% earned 10+ credits and 39% of the bottom third earned 10+ credits. The cause of this decrease in performance must be identified. Particularly in light of the fact that our 2013 cohort has shown similar data in the first year (82% and 65% respectively), it is important that we take action to ensure a) that our 2012 cohort graduation rate approaches that of our 2011 cohort and b) that our 2013 and subsequent cohorts do not experience similar decreases in credit accumulation and that we increase the Regents pass rates.

### **Greatest Accomplishments**

If we accomplish the graduation rate of 80%, we will be in the upper half of peer horizon which includes many competitive high schools, such as Pace High School, The Renaissance Charter School and Harlem Children's Zone.

On the 2008-2009 Quality Review, KAPPA International earned a rating of Well Developed; therefore, we did not have a Quality review in the 2009-2010 school year. Additionally, we were approved in 2008-2009 as an International Baccalaureate World School .

In addition, we have repeatedly scored very well in terms of our school environment. We are within the top quartile of our peer group for all aspects of school environment (academic expectations, communication, engagement and safety and respect) for three years in a row, and for academic expectations and engagement are at 100%. Our daily attendance over the past three years is also over 90%.

Results of our learning environment survey were particularly promising. 97% of parents reported that they were satisfied or very satisfied with the academic expectations of the school. 98% of parents also reported that the school has high expectations for their children. 97% of parents are satisfied or very satisfied with the quality of the teachers; 97% are satisfied or very satisfied with the education at KAPPA and with the level of assistance provided to children. More than 93% of students report feeling welcome, supported, and challenged at school.

### **Aids and Barriers to Improvement**

- Barriers
  - o Over-age under-credited or holdover transfer students
  - o Space constraints (shared space, “brunch” at 9:00 am)
  - o Budget cuts
  - o Technological supplies
- Aids
  - o Close-knit, enthusiastic staff
  - o New Visions
  - o Inquiry Team
  - o Cross Curricular Planning
  - o New Visions Skedula powered by Datacation

## SECTION V: ANNUAL SCHOOL GOALS

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

Annual Goal	Short Description
<input type="checkbox"/> To conduct on-going student data and transcript review to identify and implement intervention by the end of each marking period. Interventions include meeting with parents, students and teachers to formulate individualized action plans, tutoring, weekly office hours to provide 1-on-1 instruction, Fordham credit recovery and personalized schedules that ensure the completion of all required credits and successful passing on all required Regents Exams. Reanalysis of interventions will be conducted on a monthly basis to make sure each student is making progress in credits and overall academic performance.	<input type="checkbox"/> To implement appropriate academic intervention strategies with students to ensure timely and successful graduation and preparation for college
<input type="checkbox"/> To assess and analyze student work to develop deeper understandings of student needs which will ensure ongoing reflection on, and expansion of differentiated instructional strategies at weekly departmental meetings, which will result in improved credit accumulation and Regents pass rates.	<input type="checkbox"/> To identify and implement differentiation strategies for unit plans, individual lesson plans and assessments across the subject areas
<input type="checkbox"/> To identify literacy strategies that have been effective in improving literacy (particularly with English Language Learners) through inter-departmental Inquiry Team work, resulting in uniform strategies to be implemented by the third marking period in each content area which will improve reading scores by 1.5 years (in the case of freshman and sophomores) or 100 points on the SAT (in the case of juniors and seniors).	<input type="checkbox"/> To help provide targeted assistance to the lowest third group address literacy deficiencies
<input type="checkbox"/> To utilize formal and peer observations, as well as discussions and personal reflection to enable teachers to develop three SMART goals for individualized professional development which will be monitored, revisited and reflected upon on a weekly basis at departmental meetings.	<input type="checkbox"/> To promote ongoing, systematic profession reflection and growth within the staff

<input type="checkbox"/> To ensure exposure to, and preparation and enthusiasm for the challenges of the IB program for both students and teachers through workshops, presentations, activities and trainings, longitudinal planning for student skill development and reinforcement of positive academic dispositions.  Ultimately, our goal is to increase the number of students participating in the IB diploma and obtaining the Advanced Regents Diploma.  <input type="checkbox"/>	<input type="checkbox"/> To maximize the number of students participating in the International Baccalaureate Diploma Program
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## SECTION VI: ACTION PLAN

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

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>To conduct on-going student data and transcript review to identify and implement intervention by the end of each marking period. Interventions include meeting with parents, students and teachers to formulate individualized action plans, tutoring, weekly office hours to provide 1-on-1 instruction, Fordham credit recovery and personalized schedules that ensure the completion of all required credits and successful passing on all required Regents Exams. Reanalysis of interventions will be conducted on a monthly basis to make sure each student is making progress in credits and overall academic performance.</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>	<p><input type="checkbox"/></p> <p>Over the course of the each semester, we will conduct three data review workshops (two with students, one with parents), analyzing transcripts and report card data to determine progress toward graduation. The transcripts will also be independently reviewed by the guidance counselor, college counselor and data specialist. This will allow students and administration to plan their courseload for the following semester to ensure graduation requirements are met.</p> <p>Students who have been identified as off-track or almost on-track as measured by credit accumulation and Regents exams meet with administration to develop an action plan to recover credits or supplement instruction as a form of Regents preparation. These action plans include credit recovery at Fordham University, modified schedules to address student</p>

	<p>needs, additional coursework to build skill and remediation in the form of small-group tutoring. In addition, the college advisor works with students to identify goals and benchmarks for college readiness, and map out students' post-graduation plans.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding HS - \$1,635,036  Contract for Excellence FY 09 HS - \$15,382  Guidance and College counselor salary, teacher salaries,  Per session activities</p>
<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>	<p><input type="checkbox"/>  Almost on-track credits</p> <p>Cohort 2007</p> <ul style="list-style-type: none"> <li>• 31% (35 students) of cohort 2007 are almost on-track for math credit purposes. By January 2011, 71% (25 students) will be on-track</li> <li>• 11.5% (13 students) of cohort 2007 are almost on-track for global history credit purposes. By January 2011, 100% (13 students) will be on-track</li> <li>• 14% (16 students) of cohort 2007 are almost on-track for science credit purposes. By January 2011, 37% (6 students) will be on-track</li> <li>• 31% (35 students) of cohort 2007 are almost on-track for English Regents purposes. By January 2011, 71% (25 students) will be on-track</li> </ul> <p>Cohort 2008</p> <ul style="list-style-type: none"> <li>• 53% (51 students) of cohort 2008 are almost on-track for math credit purposes. By June 2011, 75% (38 students) will be on-track</li> <li>• 40% (38 students) of cohort 2008 are almost on-track for math credit purposes. By June 2011, 75% (28 students) will be on-track</li> <li>• 29% (28 students) of cohort 2008 are almost on-track for math credit purposes. By June 2011, 75% (21 students) will be on-track</li> <li>• 15% (15 students) of cohort 2008 are almost on-track for math credit purposes. By</li> </ul>

June 2011, 75% (11 students) will be on-track

#### Almost on-track Regents

##### Cohort 2007

- 11% (12 students) of cohort 2007 are almost on-track for English Regents purposes. By January 2011, 83% (11 students) will be on-track
- 5% (6 students) of cohort 2007 are almost on-track for Global History Regents purposes. By January 2011, 80% (5 students) will be on-track
- 2% (3 students) of cohort 2007 are almost on-track for Science Regents purposes. By January 2011, 100% (3 students) will be on-track

##### Cohort 2008

- 52% (51 students) of cohort 2007 are almost on-track for English Regents purposes. By January 2011, 83% (11 students) of those students will be on-track

#### Off-track

##### Cohort 2007

- 8% (10 students) of cohort 2007 are off-track. By June 2011, 30% (3 students) will graduate

##### Cohort 2008

- 25% (24 students) of cohort 2008 are off-track. By June 2011, 50% (12 student) will be on track

Given these interventions our goal is to increase our graduation rate for cohort 2007 to 85%

**Subject Area**  
(where relevant) :

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To assess and analyze student work to develop deeper understandings of student needs which will ensure ongoing reflection on, and expansion of differentiated instructional strategies at weekly departmental meetings, which will result in improved credit accumulation and Regents pass rates.</p>
<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>	<p><input type="checkbox"/></p> <p>Each department will develop a series of protocols for analyzing national Common Core Curriculum Standards as well as NYS Regents standards and examinations to determine what skill sets and levels will be required by the end of each academic year. After identifying these end-goals, they will also develop protocols for analyzing student work to identify what skills and understandings have been acquired over the course of each unit. They will use this data to identify patterns in terms of skill deficiencies and instructional needs.</p> <p>Using these two sets of data, departments will meet on a weekly basis to focus specifically on differentiated instructional strategies to determine how to best guide students from their current state of readiness to the end-goals. Teachers will work with students to develop benchmarks to measure their own progress toward yearly goals, and this will be indicated in interim assessments and progress reports.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding HS - \$1,635,036  Contract for Excellence FY 09 HS - \$15,382  Teacher salaries to reduce class size  Professional development with Dale Worsley and Kristina Doubet  Attendance at Carol Tomlinson Institute  IB Training</p>
<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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Departments will submit weekly minutes from department meetings to ensure that discussions are focused on standards, student work and differentiation strategies. Once a month, department heads will review and analyze data with administration and external consultants</li> <li>• Bi-weekly department head classroom observations will reveal that all classes are employing at least 1 differentiation strategy per class period</li> <li>• By meeting students' needs via differentiated instructional strategies, student credit accumulation and Regents pass rates will increase by 20% by June 2011.</li> </ul>

**Subject Area**  
**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To identify literacy strategies that have been effective in improving literacy (particularly with English Language Learners) through inter-departmental Inquiry Team work, resulting in uniform strategies to be implemented by the third marking period in each content area which will improve reading scores by 1.5 years (in the case of freshman and sophomores) or 100 points on the SAT (in the case of juniors and seniors).</p>
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<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>	<p><input type="checkbox"/></p> <p>An Inquiry Team member in each department will identify which literacy skills are necessary for success in each content area through a combination of analyzing the national Common Core curriculum standards and Regents examinations, collaborating with ESL specialists and anecdotal personal evidence. They will then review the current literature on improving literacy to identify a common strategy to be implemented in separate content areas.</p> <p>A member of the Inquiry Team will lead a professional development workshop on the strategy to prepare for implementation by December 2010.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding HS - \$1,635,036  Contract for Excellence FY 09 HS - \$15,382</p>
<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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• By October 2010, each department will have identified literacy skills</li> <li>• By November 2010, the Inquiry Team will have identified literacy strategy</li> <li>• By December 2010, the school will be prepared for implementation</li> <li>• <b>By March 2011, freshman and sophomores will increase reading scores on as measured by the Gates-MacGinnitie test by 1 year</b></li> <li>• <b>By June 2011, freshman and sophomores will increase reading scores on as measured by the Gates-MacGinnitie test by half a year</b></li> <li>• <b>By March 2011, juniors and seniors will increase reading scores on as measured by the SAT by 65 points</b></li> <li>• <b>By June 2011, juniors and seniors will increase reading scores on as measured by the SAT by 35 points</b></li> </ul>

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To utilize formal and peer observations, as well as discussions and personal reflection to enable teachers to develop three SMART goals for individualized professional development which will be monitored, revisited and reflected upon on a weekly basis at departmental meetings.</p>
<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>	<p><input type="checkbox"/></p> <p>Based on formal and informal feedback from administration, heads of departments and colleagues, each teacher will develop three professional SMART goals by November 2010 with the goal of continually refining their craft over the course of the academic year. These SMART goals will each have their own individualized action plans with benchmarks and performance indicators, but they will all lead to increased student performance in terms of credit accumulation and Regents pass rates. The specific measurements will be defined by each individual teacher. In addition, all teachers will engage in bi-weekly intervisitations and subsequent reflections to learn from different strategies, management styles, routines and protocols etc.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>TL Fair Student Funding HS - \$1,635,036 Contract for Excellence FY 09 HS - \$15,382 Teacher salaries allow department heads enough periods to mentor Professional development with Kristina Doubet Attendance at a Carol Tomlinson Institute to help teachers set SMART goals.</p>
<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>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• 100% of teachers are observed by November 2010</li> <li>• 100% of teachers set 3 SMART goals by November 2010</li> <li>• 100% of teachers observe and reflect on other classes on a bi-weekly basis</li> </ul>

	<p>Potential Areas for Improvement:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Rigor</li> <li>• Use of Data</li> <li>• Parent Communication</li> <li>• Classroom Management</li> <li>• Routines and Procedures</li> <li>• Lesson Planning/Unit Planning</li> <li>• Assessment</li> <li>• Scaffolding</li> </ul>
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**Subject Area**  
(where relevant) :

\_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To ensure exposure to, and preparation and enthusiasm for the challenges of the IB program for both students and teachers through workshops, presentations, activities and trainings, longitudinal planning for student skill development and reinforcement of positive academic dispositions.</p> <p>Ultimately, our goal is to increase the number of students participating in the IB diploma and obtaining the Advanced Regents Diploma.</p> <p><input type="checkbox"/></p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Exposure to IB**

We will ensure that freshmen and sophomores are exposed to IB in the following ways:

- Staff informational presentation
- Student panel
- Visits to other IB schools
- Participation in Creativity, Action and Service (CAS) activities
- Senior extended essay presentations

We will ensure that teachers are exposed to, and enthusiastic about IB in the following ways:

- Workshops
- Analysis of IB tasks and educational philosophies
- Visits to other IB schools

**Preparation for IB**

We will ensure that both students and staff are prepared as possible for the IB program primarily through the longitudinal backwards planning, skill identification and professional development plans related under goals two and four.

**Enthusiasm for IB**

	<p>We will ensure that our students are enthusiastic about the IB program in the following ways:</p> <ul style="list-style-type: none"> <li>· Reinforcement for positive academic behavior, dispositions and performance</li> <li>· International-oriented activities</li> <li>· Promotion of college-related benefits for IB participation</li> <li>· Awareness of academic benefits of IB</li> <li>· CAS activities</li> <li>· Emotional, academic and time-management support</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Fair Student Funding HS - \$1,635,036  Contract for Excellence FY 09 HS - \$15,382  Per session after school academic and student oriented activities  Professional development at IB Training</p>
<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>	<p><input type="checkbox"/> Indicators of Interim Progress</p> <ul style="list-style-type: none"> <li>• By November 2010, 100% of students and staff can articulate the basic components of the IB program as a result of workshops or presentations.</li> <li>• By April 2011, 50% of sophomores will apply for participation in the IB program</li> </ul>

- By July 2011, 15% of seniors will graduate with the IB diploma
- By April 2012, 55% of sophomores will apply for participation in the IB program
- By July 2012, 10% of seniors will graduate with the IB diploma
- By April 2013, 60% of sophomores will apply for participation in the IB program
- By July 2013, 20% of seniors will graduate with the IB diploma
- By April 2014, 65% of sophomores will apply for participation in the IB program
- By July 2014, 25% of seniors will graduate with the IB diploma

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	16	16	16	16	25	3	4	6
10	5	5	5	5	15	2	5	3
11	6	6	6	6	4	2	5	2
12	6	6	6	6	7	3	5	2

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

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

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> <b>One to One Teacher Student Tutoring, double period in all 9<sup>th</sup> grade classes, regents prep for 10<sup>th</sup> and 11<sup>th</sup> graders.</b></p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> <b>Peer Tutoring Club, double periods all algebra classes, double periods in 10<sup>th</sup> grade Geometry, and Regents Prep in Saturday Academy.</b></p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> <b>Provide the opportunity to students to make up science labs after school , and After School Peer Tutoring, double periods in all 9<sup>th</sup> grade science classes, and Regents Prep in Saturday Academy.</b></p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> <b>Peer Tutoring, Regents Prep in Saturday Academy, and Teacher's office hours.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> <b>Reviews transcripts with at-risk students to create an action plan.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> <b>Referrals made as needed to Campus Psychologist.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><input type="checkbox"/> <b>All students receive guidance counselor services. It includes credit accumulation and graduation requirements monitoring, individual guidance as needed and referral to proper professionals and agencies that will provide specialized services such as child welfare, psychologist and social workers.</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><input type="checkbox"/> <b>Referrals made as needed to Campus Clinic</b></p>

- 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. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)** 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 **ORC 2153** by the manner 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.

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

NA

**Professional Development Program** If allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether the school will be any professional development program for teachers and 2009-10 staff if possible for that delivery budget. **Only services titled English proficient students** 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.

**School: NA**  
**BEDS Code: 321000011374**  
 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.**

<b>Allocation Amount:</b>		
<b>Grade Level(s)</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Number of Students to be Served:</b>		
LEP: NA Professional salaries (schools must account for fringe benefits)	NA	<input type="checkbox"/> NA
Non-LEP: NA - Per session Number of Teachers NA - Per diem Other Staff (Specify) NA		
Purchased services: School Building Instructional Program/Professional Development Overview - High quality staff and curriculum development contracts	NA	<input type="checkbox"/> NA

**Section II: Title III: Part A LEP Program Narrative**

**Language Instruction Program**

<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	NA	<input type="checkbox"/> NA
<b>Educational Software (Object Code 199)</b>	NA	<input type="checkbox"/> NA
<b>Travel</b>	NA	<input type="checkbox"/> NA
<b>Other</b>	NA	<input type="checkbox"/> NA
<b>TOTAL</b>	<b>0</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**

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.

The Home Language Survey is used to conduct a needs assessment of our parent population. Our parent coordinator schedules introductory workshops to identify needs of parent community using a needs assessment questionnaire.

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 ELL population is predominantly Hispanic and of African decent. Findings were reported at the executive PTA meeting and at the SLT meeting.

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All correspondence of school activities, flyers, newsletters and information packets are translated into the students' native language. Translation is done in-house by our foreign language teacher and social worker as well as othersupport staff.

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.

Oral Interpretation services will be provided in-house by our Foreign language teachers, and by out teachers and support staff that speak other languages fluently.

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>.

The parent coordinator will ensure that all parents are aware of the services that the school provides parents that do not speak English. The parent coordinator will set up any correspondences that need translation by support staff or teachers.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$339,301	\$152,233	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,393		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$67,741	*	

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

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

Teachers will be given the opportunity to enroll in education courses that will help ensure that they are highly qualified. In partnership with New Visions, we will provide training that will help teachers develop strong pedagogical skills.

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

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

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

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



Parent Responsibilities

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

-Supporting my child’s learning by making education a priority in our home by:

Making sure that my child is on time and prepared everyday to school;

Monitoring attendance;

Talking with my child about his/her activities every day;

Scheduling daily homework time and making sure that homework is completed;

Providing an environment conducive for study;

Monitoring the amount of television my children watch;

Participating, as appropriate, in decision relating to my children’s education;

Participating in school activities on regular basis;

Promoting positive use of my child's extra curricular time;

Staying informed about my child's education and communicating with the school by promptly reading all notices from school or the school district either received by mail, internet or phone and responding as appropriate.

Serving, to the extent possible, on the policy advisory groups, such as being the Title I, Part A representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Districtwide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Communicating positive values and character traits, such as respect, hard work and responsibility; respecting the cultural differences of others; helping my child accept consequences for negative behavior; being aware of and following the rules and regulations of the school district; supporting the school's discipline policy; express high expectation and offer praise and encouragement for achievement.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

SchoolParent Compact

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

## Required School-Parent Compact Provisions

### KAPPA INTERNATIONAL HS WILL:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

At KAPPA International High School IB, we offer a rigorous curriculum focusing on internationalism and inquiry-based learning. The school goal is to prepare students for the International Baccalaureate Curriculum in all grade levels as well as the mandated New York City and State curriculum. The IB curriculum requires a service learning component and a capstone research paper. As part of our international school theme, our scholars travel abroad every year; international trips are designed to complement classroom learning. As part of the advisory program students are paired with faculty advisors who guide and mentor them throughout their high school years.

Other components of our curriculum implementation and success are:

Teachers meet daily with their own departments and with inter disciplinary departments to organize cross-curriculum planning

During monthly SLT meetings extra-curricular activities are discussed with parents and students

Teachers are paired with mentor and colleagues to review lesson plans and curriculum in which individual students needs and challenges in the curriculum are discussed.

At weekly meetings teachers share best practices and turn-key on strategies learned at workshops outside of school.

Student's feedback on Regents format and classroom exams help revise teacher lesson planning and curriculum.

Overnight retreat once a year is conducted with parents, students and staff to discuss curricula, unit plans of study and analyze data from City and State assessment.

Parents are informed in an on going process their child's progress through report card mailings, KAPPA website, phone calls and conferences. Student homework and school information is available to parents and students at the KAPPA website. All information is disseminated in languages appropriate to the parent's home language.

- Hold parent-teacher conferences twice a year during which this Compact will be discussed as it relates to the individual child's achievement. Specifically those conferences will be held once during the fall term and once during the spring term.

- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Each marking period the report cards will be mailed to parents and distributed during teacher-parent conferences.

Parents will be kept abreast of student progress through progress reports mailings, phone calls by teachers and support staff as it relates to attendance and individual subject course progress, meetings with teachers during school hours and after school.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Twice a year during parent-teacher conferences, by appointment during school hours and after school, through phone call conversations and written correspondence, via the Internet and the school website where individual teachers post homework, school activities, and individualize messages to parents and students

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Provide parents with the opportunities and encouragement to visit our school without previous appointment, to participate in school activities such as educational trips, international trips, school dances and field days, work as volunteers in our school daily activities, help disseminate school information to other parents and serve as liaisons with community agencies and organizations.

Provide parents with descriptions and explanation of the school's curriculum, the forms of assessment used to measure children's progress and student expectations.

Provide parents information in an understandable format, including alternative formats upon request of parents with disabilities and in the extent practicable in a language that parents can understand.

Provide each parent with an individual student report about the performance of their child on the State assessment (Regents).

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

Hold an annual meeting to inform parents of the school's participation in Title I and to explain Title I requirements and the right of parents to be involved in Title I programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meeting.

## **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.

NA

2. Schoolwide reform strategies that:

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

NA

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

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

NA

o Help provide an enriched and accelerated curriculum.

NA

o Meet the educational needs of historically underserved populations.

NA

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

NA

o Are consistent with and are designed to implement State and local improvement, if any.

NA

3. Instruction by highly qualified staff.

NA

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.

NA

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

NA

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

NA

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.

NA

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.

NA

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.

NA

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.

NA

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

### **Explanation/Background:**

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

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

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

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

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

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

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

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

<sup>1</sup>**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.

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

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

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

### **NCLB / SED STATUS:**

### **SURR 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.  n/a

#### **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.

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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### **Part A:**

#### **Part A - For Title I Schools**

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

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

Students participate in an attendance incentive program that monitors daily attendance and latenesses. Monthly assemblies are held that identify perfect and improved attendance. Incentives, like movie tickets; lunch with a professor and special outings, help motivate and promote good attendance.

In addition, teachers hold office hours and are available for one-on-one or small group tutorials. The guidance counselor assists the family with needed referrals to outside communities linking families with important and needed resources. Students are provided with ongoing counseling and academic review sessions by the counselor.

**Part B:**

**Part B - For Non-Title I Schools**

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



# **CEP RELATED ATTACHMENTS**

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

File Name - 28\_10X374\_110410-185248.docx

## 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>Cluster 5 CFN 562</b>	District <b>10</b>	School Number <b>374</b>	School Name <b>Kappa International</b>
Principal <b>Panorea Panagiosoulis</b>		Assistant Principal	
Coach		Coach	
Teacher/Subject Area <b>Sarah Barron / ESL Teacher</b>		Guidance Counselor <b>Maria Abreu</b>	
Teacher/Subject Area <b>Samantha Myers / Math Teacher</b>		Parent <b>Ivelise Hernandez / PTA Pres.</b>	
Teacher/Subject Area		Parent Coordinator <b>Michelle Richardson</b>	
Related Service Provider		Other <b>Heidi Ludwig / PSO Support</b>	
Network Leader <b>Barbara Gambino</b>		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	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>373</b>	Total Number of ELLs	<b>25</b>	ELLs as Share of Total Student Population (%)	<b>6.70%</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.

Paste response to questions 1-6 here

1- KAPPA International H.S opened its door in 2007 and since then added a grade each year. KAPPA became a full school 9 to 12 in 2010 and its first graduation class in 2011. As the school has grown so has the ELL population currently at about 7 percent eligible for ELL services. Since we are a public High School our students most of our enrollments articulate through the high school application process. Therefore we have two ways of identifying students. When the application ranking session is completed we utilize the RADP report to review new admits to the NYC Department of Education to identify students who identified their home language as other than English to the intake officers in the Office of Student Enrollment. Students admitted after the application process is completed we then review the student's disposition letter from the Office of Student Enrollment for over the counter students. These students' parents are then contacted to come in for an intake interview with the school's Guidance Counselor and the ESL Teacher for an intake screening to conduct the initial assessment of the child/family home language. The guidance counselor starts out by administering the Home Language Identification Survey (HLIS) in their native language. The student and parent are informally interviewed to determine if the student speaks a language other than English. If the student speaks only English, then the student enters the general education program as a non ELL. Otherwise, if the student also speaks a language other than English then we administer the LAB-R. Based on these results we then either send a letter of non-entitlement to the parent or send an entitlement letter and ask them to come in for an orientation meeting and to complete the Parent Survey and Program Selection Form. Thereafter, all identified students are administered the NYSESLAT to annually assess their continued eligibility for ELL services.

2. In addition to the showing of the video and the informal conference that occurs when parents are invited during admission, brochures describing the ELL Program Choices are also available in the Parent Coordinators office where she too can explain the choices to parents.

3. After LAB-R scores are obtained, entitlement letters are sent along with the Selection Form and Survey. If parents do not return them by the specified date, outreach is initiated to ensure that we collect the documentation. To ensure that all steps are completed a checklist is maintained to record all transactions related to this process.

4. Placement is decided based on the students LAB-R scores. The schedule is established and the information is relayed to parents. We make every effort to communicate the required information to parents in their native language.

5. Since most of our ELL's came to us from other DOE schools, we have very limited data to show a trend. However of the 3 selection forms collected this year all have chosen ESL only support.

6. Our ELL program is aligned with parent requests.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1			2
<b>Push-In</b>											2	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	3	1	1	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	27	<b>Newcomers (ELLs receiving service 0-3 years)</b>	9	<b>Special Education</b>	4
<b>SIFE</b>	2	<b>ELLs receiving service 4-6 years</b>	7	<b>Long-Term (completed 6 years)</b>	8

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	9		1	7	2	1	12	2	3		28
<b>Total</b>	9	0	1	7	2	1	12	2	3		28

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										12	5	4	1	22
Chinese														0
Russian														0
Bengali										2				2
Urdu														0
Arabic														0
Haitian														0

**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
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>26</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								
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>									

**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										12	5	4	1	22
Chinese														0
Russian														0
Bengali										2				2
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>26</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. ELLs receive language instruction in a self-contained classroom with an ESL instructor. The students are grouped by grade level, and have heterogeneous language proficiency levels within one class. The students receive two periods daily (90 minutes) of free-standing self-contained ESL instruction. In addition, students are blocked together to receive ESL push-in support in Math, Science, and Global History.
2. The school staff ensures ELLs receive the mandated number of instructional minutes by programming them for 90-minute block periods and supplementing their learning with ESL push-in for content area classes.
3. In each content area, ELLs receive special instruction in reading strategies and vocabulary specific to the academic discipline. The self-contained ESL class focuses on the four skills of listening, speaking, reading, and writing, while incorporating analytical skills from across the disciplines. In all academic areas, ELLs benefit from explicit vocabulary instruction. In addition, ELLs learn testing strategies such as pre-reading questions, using process of elimination, reading for main ideas and supporting details, and using context clues to better understand

texts and questions.

4. ELLs receive differentiation through adjusted expectations for their academic process and expected products.
  - a. SIFE students receive special instruction in study skills and time management to help ease the transition into a full academic workload. SIFE students are provided with alternative assessments in order to demonstrate understanding of content while their language skills are developing.
  - b. Newcomers are also provided with alternative assessments in order to demonstrate understanding of content while their language skills are developing. Newcomers work more individually with the instructor within the self-contained classroom, and are paired with a more proficient student for additional support. These students are provided the opportunity to participate in tutoring outside of classroom instruction.
  - c. ELLs receiving services for 4-6 years are regularly assessed to track their individual progress in all four language skill areas. The self-contained instruction as well as push-in model focus on addressing specific weaknesses. In addition, the goal is to have students become more aware of individual strengths and weaknesses for self-correction and to develop skills consistently.
  - d. Long-Term ELLs receive intensive instruction in applicable skills directed at specific content areas. Since these students usually have mastery of BICS but lack CALP, instruction focuses on reading and writing strategies with models that carry across academic disciplines. Students learn to work through the processes of editing and analysis independently for future success.
  - e. ELLs identified with special needs receive additional support according to the individual's IEP. This could include the student's physical placement within the classroom, assessment modifications, adapted texts, or pairing the student with a proficient academic partner.

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

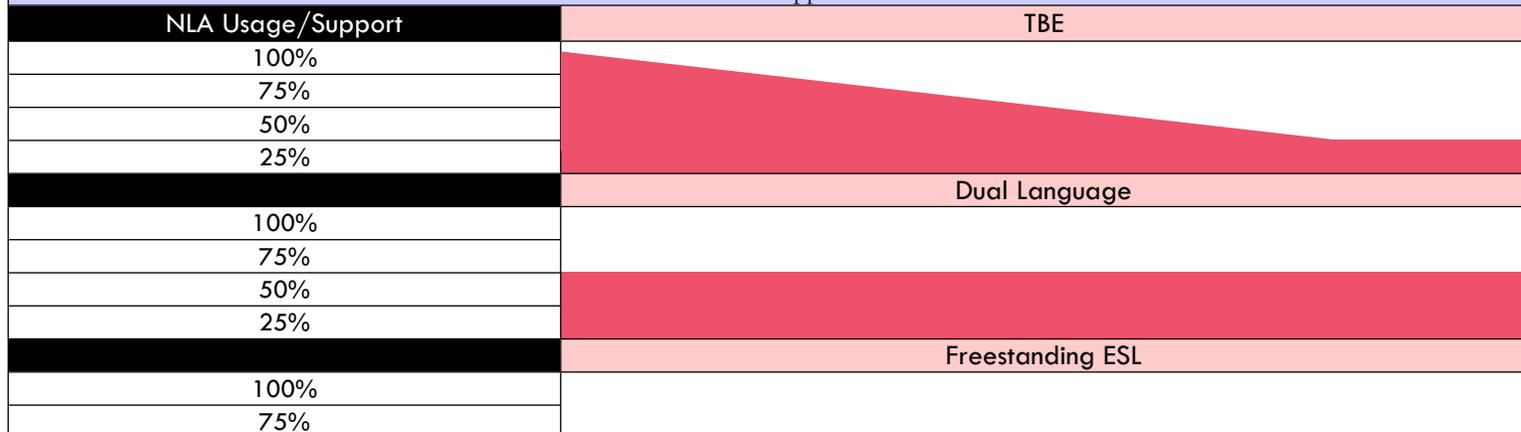
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here  
 Beginners receive 90mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for one 45min math class and one 45min Global History class. (Total time=540 minutes)

Intermediate ELLs receive 45mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for one 45min math class, one 45min Global History class, and one 45min science class. (Total=360 minutes)

Advanced ELLs receive 45min twice a week in a pull-out English instruction. In addition, each week they receive push-in support for one 45min science class and one 45min history/social studies class.

5. ELLs receive targeted intervention in English, Math, History, and Science using a variety of methods. Students are assessed for particular language skills and content area knowledge in order to have targeted assistance during push-in support, a lunch tutoring program, and in designing curriculum for the self-contained ESL class. See answers to below numbers for specific materials and enrichment programs provided to ELLs.

6. Once ELLs test proficient on the NYSESLAT, they transition into ELA classrooms for English instruction. The ESL instructor at the school offers professional development for ELA teachers to assist them in using strategies, which support former ELLs. During department meetings, teachers review lesson plans to analyze instructional methods and search for better ways of differentiating. The ESL instructor continues to act as a liaison between departments, and meets individually with former ELLs to discuss their progress.

7. For the upcoming school year, the school will implement a lunch tutoring program to assist students in any content area in which they require additional assistance. ELLs receive assistance from an instructor as well as native English speaking classmates during this period.

8. There are no programs/services being discontinued at this time.
9. ELLs are granted equal access and encouraged to participate in all school programs. Teachers advertise opportunities during class time, and there is no language pre-requisite in order to participate. Supplemental services offered to ELLs include the lunch tutoring program, Saturday Academy, Film Society, Drama Club, middle school recruiting team, and all sports teams. The Saturday Academy and lunch tutoring program not only are designed to support ELLs with current academic work, but they also include targeted instruction to prepare students for Regents exams and language assessments such as the NYSESLAT.
10. A range of instructional materials are used to support ELLs. In the classroom, students have independent reading novels, dictionaries, thesauruses, dialogue journals, and textbooks. Classrooms contain word walls and student-generated visuals and examples of exemplary work as reference for future learning. In addition, classrooms contain Smartboards for heightened visual and interactive instruction. Laptops are available for check-out, both for all-class work and individual assignments. Instructors can also check-out laptops in order to use audio and video materials in the classroom.
11. The school offers self-contained ESL instruction. Within the classroom, English is predominantly used, however students are often paired heterogeneously in order to allow higher proficiency English speakers to support their less proficient peers. When necessary, native language is used amongst students to elicit ideas and explain academic concepts. Multiple members of the teaching and administrative staff are bilingual and available to help in situations in which additional native language support is necessary.
12. The current services and curriculum corresponds appropriately to ELLs' ages and grade levels. For example, in the self-contained ESL class, content from courses such as Global History is incorporated through historical fiction to enrich learning across the disciplines.
13. Newly enrolled ELLs visit the school to meet members of the administrative and teaching staff. They receive a welcome packet and in-person orientation. In addition, students are invited to a 3-day high school orientation, which covers topics such as academic content and scheduling, a learning styles survey, training about study skills, and behavior expectations.
14. ELLs have several language electives available to them. Currently, they are offered language classes in Spanish and French. Electives taught in English include drama, creative writing, music, and a math elective.

### 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 Not Applicable

### D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. ELL personnel receive professional development within the school through bi-monthly workshops on differentiation. Outside of school, ELL personnel attend the New York state TESOL conference as well as periodic trainings through the Bronx BETAC office.
2. In order to best support students and train staff in the transition from middle to high school, the year begins with a 3-day orientation to build a strong foundation (see answer 13 in Part B). During students' ninth grade year, they receive training and special emphasis on study skills, time management, and an introduction to academic materials and resources both inside and outside of the school building.
3. All teaching staff receives professional development in differentiation, especially as related to teaching various language levels. Teachers are currently conducting independent action research projects in their classrooms with a focus on differentiation. Bi-monthly meetings take place to reflect on progress, share results, and consider next steps.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. We have an active PTA and organize regular grade level academic curriculum nights for parents to learn about the content in the different subject areas. We also provide college readiness information meetings for parents where we discuss student requirements for graduation, college admission and application requirements as well as other pertinent related topics. All students including ELLS and their parents are invited to attend all school events. The school has a full time parent coordinator who is especially involved with new students and parents' questions. Parents are routinely contacted to report student progress, and in-person meetings are scheduled to address more complicated issues. Parents are invited to evening events related to academics as well as extra-curricular activities.
2. Due to the fact that we are a new school and have limited ELL parents we have yet to establish partnerships for this purpose, however we plan to begin researching options for the future.
3. The needs of parents are established through communication with the parent coordinator and or the guidance counselor. Any concerns are addressed immediately on a one to one basis.
4. Our parental involvement activities fully serve the needs of our ELL students and the concerns of ELL parents by providing them the information they need to be successful in high school and in their college careers.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										0	0	0	0
	A										5	0	0	0
	P										8	5	4	1
READING/ WRITING	B										1	0	0	0
	I										7	1	1	0
	A										6	4	3	1
	P										0	0	0	0

NYS ELA

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
English	Native Language	English	Native Language	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	0	
Math <u>alg</u>	14	0	9	
Math				
Biology				
Chemistry	7	0	0	
Earth Science	0			
Living Environment	12	0	3	
Physics				
Global History and Geography	8	0		
US History and Government	1		0	
Foreign Language				
Other <u>spanish</u>	1		1	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

2. Based on LAB-R and NYSESLAT scores, students are more likely to test proficient in listening/speaking. In fact, no students above the 9<sup>th</sup> grade test as less than proficient in listening/speaking. In contrast, the reading/writing skills take longer to develop. Throughout all four high school grade levels, students require instruction and extra practice in reading and writing skills.
3. Based on the patterns in data, instruction in all grade levels will emphasize reading and writing skills. Listening and speaking skills will continue to be taught, especially on a more advanced level for academic and professional purposes. However, instruction will forefront critical skills needed for academic reading and writing in all content areas.
4. a. ELLs tend to develop listening and reading skills faster than reading and writing skills. In general, the academic vocabulary and language structures used in written language takes much longer to develop and requires more explicit instruction. Students do not typically take tests in their native language, so all results are taken from tests administered in English.
- b. ELL Periodic Assessments are used to evaluate students' strengths and weaknesses, in order to tailor future instruction. In addition, periodic assessments are used to predict students' performance on classroom and state assessments.
- c. The periodic assessments create a more in-depth picture of ELLs' language development and skills. In addition to results from classroom formative and summative assessments, the periodic assessments allow students to experience a replication of larger exams to come. The assessments reflect the need for instruction in academic language structures and vocabulary, especially in reading and writing.
6. In order to evaluate the success of school programs for ELLs, results from classroom and periodic assessments are gathered for analysis. In addition, student and parent feedback through conferences and surveys assist in improving ESL services in specific areas. Instructors from all disciplines provide feedback through department chair and general staff meetings, in order to address issues across academic areas.

### 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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Knowledge and Power Preparatory Academy Internatio					
<b>District:</b>	10	<b>DBN:</b>	10X374	<b>School</b>	321000011374	

**DEMOGRAPHICS**

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

<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		94.2	90.8	89.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	106	97	96				
Grade 10	116	91	87				
Grade 11	0	107	81				
Grade 12	0	0	104				
Ungraded	0	0	0				
<b>Total</b>	<b>222</b>	<b>295</b>	<b>368</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	100.0	95.8	96.5

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	84.6	92.9

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	4	5

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	3	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	0	0	0	Principal Suspensions	0	21	21
# in Collaborative Team Teaching (CTT) Classes	0	11	13	Superintendent Suspensions	0	3	8
Number all others	17	19	26				

*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	N/A	0	0
Early College HS Program Participants	0	0	40

<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	7	15	15
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	2	1
# receiving ESL services only	15	19	TBD				
# ELLs with IEPs	1	3	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	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	23	% fully licensed & permanently assigned to this school	100.0	100.0	73.7
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	0.0	0.0	0.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	29.0	13.0	46.7
American Indian or Alaska Native	0.9	0.7	0.5	% core classes taught by "highly qualified" teachers	81.0	82.8	64.0
Black or African American	35.6	36.9	35.1				
Hispanic or Latino	59.9	58.6	61.1				
Asian or Native Hawaiian/Other Pacific	1.8	1.0	1.4				
White	1.8	2.0	1.9				
<b>Male</b>	45.9	46.8	44.3				
<b>Female</b>	54.1	53.2	55.7				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<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:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				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				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

<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)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 10x374**

*All Title I SWP schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$339,301	\$152,233.30	\$491,534
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,393.01	\$1,522.33	\$4,915.34
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,965.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,930.10	*	

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

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

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

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

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

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

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.

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

3. Instruction by highly qualified staff.

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

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

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

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <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	X			\$285,012.84	X	10-12; 13;14-16
Title I, Part A (ARRA)	Federal	X			\$150,710.67	X	14-16;8-9
Title II, Part A	Federal			X			

<sup>1</sup> **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.

<sup>2</sup> **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			X			
Title IV	Federal			X			
IDEA	Federal	X			\$29,917.00		8-9;13-15
Tax Levy	Local	X			\$1,573,968.00	X	8-19