



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : KINGSBOROUGH EARLY COLLEGE SECONDARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21 K 468

PRINCIPAL: CONNIE HAMILTON **EMAIL:** CHAMILT7@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Connie Hamilton	Principal (SLT Staff Member)	Connie Hamilton
Christopher Verdone	UFT Chapter Leader (SLT Staff Member)	Christopher Verdone
Inga Zhilo	PA/PTA President (SLT Parent Member)	Inga Zhilo
n/a	DC 37 Representative, if applicable	n/a
Nelsi Hernandez	Student SLT Representative	Nelsi Hernandez
Leara Marshall	Student SLT Representative	Leara Marshall
n/a	CBO Representative, if applicable	n/a
Tracee Murren	SLT Staff Member	Tracee Murren
Sarah Kaplan	SLT Staff Member	Sarah Kaplan
Thomas Wierzbowski	SLT Staff Member	Thomas Wierzbowski
Natasha Delbe	SLT Staff Member	Natasha Delbe

Elizabeth Rogoff	SLT Staff Member	Elizabeth Rogoff
Nesikah Watkins	SLT Parent Member	Nesikah Watkins
Ilona Dobrysh	SLT Parent Member	Ilona Dobrysh
Marcel Monroe	SLT Parent Member	Marcel Monroe
Sandi Fleming	SLT Parent Member	Sandi Fleming
Enid Roman	SLT Parent Member	Enid Roman
Cathy Nicholson	SLT Parent Member	Cathy Nicholson

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 90% (18/20) of core content teachers will utilize the Benchmarking/Learning Goal Template, which evidences student mastery of specific benchmarks aligned to NYS and Common Core standards

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- *This school-wide initiative was designed and implemented to ensure appropriate curriculum planning which is aligned to state academic content and student achievement standards. Our need to take action was primarily based on our middle school ELA and Math State exam data, course completion and on-going teacher conversations addressing their own knowledge of State Standards, Student Achievement Standards, Power standards, and now Common Core Standards*
- *Department teams have spent and will continue to spend on-going Professional Development sessions in study groups researching Academic Content Standards, the need for Power Standards, appropriate assessments, activities and strategies through the use of backward planning and “College Knowledge” skills to ensure academic success for all students*

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) *Activities and strategies implemented through unit benchmarking are specifically designed to encompass the needs of identified student sub-groups through the use of multi-level text, differentiated activities and modified assessments which enable multi-level entry points and College Readiness skills.*

- b) *These differentiated tasks and activities are researched based and proven to be successful. The UFT Teacher Center Specialist will facilitate on-going study groups that practice strategies from various academic work such as: Carol Tomlinson's Differentiated Instruction books, Nancie Atwells' The Reading Zone and other authors such as Laura Robb. We will also utilize curriculum compacting a researched based and nationally renowned differentiated strategy. This strategy comes from Joseph Renzulli's SEM model addressing accelerated learners in particular units of study who are in need of differentiated tasks to address skills such as higher order thinking, College Readiness as evidenced by projects, writing assignments and research based assignments.*
- c) *As a school-wide initiative, Benchmarking entails on-going department conversations, professional development, administrative observations and conversations regarding academic assessments. Departments discuss the alignment of all academic assessments to state academic standards, state assessments and Regents examinations. All Summative assessments are designed to familiarize students with state format and pacing. Teachers decide in teams if assessments are effective by looking at student work using protocols such as "The Tuning Protocol." In teams, teachers develop rubrics that aligned to student tasks and assessments, and review with colleague's successes and challenges they experienced during weekly professional development sessions. These findings are then mentioned and discussed with administrators through on-going post observations and personal conversations 3 times per year.*
- d) *Each teacher will have three professional personal conversations per year with the administration, (October, February and May) to discuss His/her use of the Benchmarking/Learning Goal Template. Department chairs will collect and review ATLAS curriculum maps in August, October, February and May to ensure that all benchmarks are aligned to state standards. Department chairs will also collect and review monthly unit benchmarks from each content area teacher. Administration will collect and review ATLAS curriculum maps during personal conversations.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Parents are able to track their child's mastery of benchmark assessments through our on-line system grading system, Jupiter Grades.*
- *Parents are informed of how to use Jupiter Grades by our Parent Coordinator, at PTA meetings, and by advisors.*
- *Progress reports are sent home 4 times per year to enable parents and students to monitor their academic progress.*
- *Report Cards are given 4 times per year to show beginning, middle and end academic achievement*

- *On-going parent meetings are held to describe Benchmarking Templates, student goals and individual action plans to help students meet academic success.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- *The majority of our teachers are highly qualified as defined by NCLB. Our interview process is facilitated by a team of highly qualified teachers, administrators, and parents who assess candidates every year through the use of an established rubric aligned with Best Teacher Practices and KECSS core values.*
- *Our progressive methods of teaching have attracted highly qualified teachers. We will continue to create, design and modify unit benchmarks that are aligned to New York State Academic Standards and Common Core Standards which help us support all students, including subgroups to achieve positive academic outcomes.*
- *Our strategies and activities include study groups, individual professional development plans for teachers, self-assessments for teachers based on professional needs to achieve positive student outcomes and weekly professional development sessions supporting those needs.*
- *We continue to employ a UFT Teacher Center specialist and an advisory consultant who support all teachers in the writing of all advisory curriculum, College Readiness program such as Capstone Research in the middle school and backwards planning of all curriculum maps.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Our network the CUNY PSO provides on-going professional development around common core state standards and curriculum mapping.*
- *Our local councilman continues to support us through RESO A funding and after school programs.*
- *CUNY PSO introduced KECSS to the ATLAS curriculum mapping system and has provided multiple professional development opportunities around ATLAS that have helped our teachers refine the curriculum maps they use to generate unit benchmarks.*

- *The Bill and Melinda Gates Foundation has allocated start up monies of \$500,000 to ensure a successful opening of this Early College school, supporting us since our school's opening in 2006. This allocation helped us fund an advisory consultant, professional development seminars, laptop carts, desktops, individual libraries, enrichment clusters*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *Ten percent of Title 1 funding allocated for UFT Teacher Center Specialist for Professional Development*
- *Title 1 funding allocated for Advisory Consultant scheduled monthly (alternate days throughout school year)*
- *Contract For Excellence High School Funds allocated for Professional Development for teachers through school-wide, city-wide and school-wide initiatives scheduled during July and August 2011*
- *One percent of Title 1 funds are allocated for parent involvement including, but not limited to Jupiter Grades on-line, school messenger and Parent meetings to support the use of these systems.*

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 85% of 6th and 7th grade students (136/160) will create a Capstone research project that demonstrates proficiency in argumentative writing, research, and presentation skills as evidenced by rubrics aligned to NYS and Common Core standards

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- We are an Early College school. Our needs assessment is based on state data derived from our state assessments in the middle school, NYS Regents in the high school, and the CUNY Compass entrance exam for our college students.*
- The analysis of passing rate for college courses continues to be monitored and assessed. In the true spirit of backwards planning, we have used data from college transcripts to design and implement a middle school Capstone research-based course that is aligned to college readiness skills as well as the Common Core Learning Standards. The course is designed to help better prepare our younger students for their upcoming college coursework. These skills are also integrated into all content classes with aligned writing and research rubrics.*

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

- a) *The strategies and activities implemented in the 6th and 7th grade Capstone curriculum encompass the needs of identified student subgroups by offering multiple points of entry into the research process. Students choose their own topic of research and engage in scaffolded activities (i.e. Individualized writing conferences and outline skeletons for essay drafts) designed to guide students through the writing process. Students are offered differentiated tasks to complete, and through the analysis of pre-assessments are provided with instructional supports, such as graphic organizers, to help them construct research-based arguments.*
- b) *UFT Teacher Center Specialist will conduct ongoing professional development to support teachers in the implementation of literacy strategies and research writing strategies aligned to the Common Core Standards. (CCS). The Capstone Team will meet periodically to promote college readiness to develop and implement a curriculum map for the Capstone Research class. CUNY PSO will continue to provide professional development targeting writing research and College Readiness skills.*
- c) *Members of the English Department were invited to join the College Readiness Capstone Team in the Spring of 2011 in order to help develop an outline for this course. The decision to develop and offer this course resulted in a part from teachers' suggestions to introduce college-ready research skills to students at a younger age to help ensure success in their high school and college courses. Our CUNY Achievement manager meets with our team periodically to discuss appropriate assessments to be used for the class. All assessments and rubrics are aligned to NYS ELA Standards.*
- d) *A highly qualified teacher was hired in July 2011 to teach to Capstone Research writing class. The ELA Department chair will collect and review ATLAS curriculum maps in August, October, February, and May to ensure all benchmarks are aligned to state standards. All students in grade 6 and 7 will be scheduled for a research writing course that will meet 3 hours each week from September 2011- June 2012. During this time, students will learn the skills necessary to complete a research paper. Ongoing teacher observations and conversations will ensure that best practices are in use and curriculum and instruction are aligned to NYS and CCS standards.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *Report cards are given four times a year to communicate current levels of student performance in all academic classes, including Capstone.*
- *Progress Reports are sent home once per marking period to serve as an interim assessment of student performance and proficiency in all academic classes, including Capstone. Additionally, parents are given access to our online grading system, Jupiter Grades,*

which affords them the opportunity to consistently monitor their child's academic performance.

- PTA meetings focusing on college readiness are held periodically throughout the academic year. It is in this manner that parents are informed of strategies and curricular developments, like our Capstone class, that are implemented to foster college readiness for all of our students.*
- Finally, our Advisory program ensures that all middle school students have a teacher advocate to provide them with individual attention regarding academic concerns and to communicate identified concerns in a timely fashion to parents, guardians, Administration, and academic interventionists.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The majority of our teachers are highly qualified as defined by NCLB. Our interview process is facilitated by a team of highly qualified teachers, administration and parents who assess candidates every year through the use of an established rubric aligned with Best Teacher Practices and KECSS core values.*
- .To ensure that the instructor teaching the 6th and 7th grade Capstone classes was highly qualified, we hire a teacher with considerable high school ELA experience. The goal of this decision was to use her familiarity with high school standards and level of rigor to help in planning backwards and designing an appropriately challenging curriculum addressing the skills students need to practice and master in order to experience later success in their high school and college classes. This teacher also engages in the school-wide practice of developing a Personal Professional Plan outlining her goals for the Capstone administration. Through this process, supports for further professional development are identified, helping to ensure both teacher and student success.*
- Our strategies and activities include study groups, individual professional development plans for teachers, self-assessments for teachers based on professional needs to achieve positive student outcomes and weekly professional development sessions supporting those needs.*
- We continue to employ a UFT Teacher Center Specialist and an Advisory Consultant who supports all teachers in the writing of all advisory curriculum, College Readiness program such as Capstone Research in the middle school and backwards planning of all curriculum maps.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *Councilmatic funds/RESO-A monies have been used to purchase laptop carts that will be used on a consistent basis to support Capstone students in their research process. SMARTBoards have also been purchased using these funds that will be used by the Capstone teacher to model the process.*
- *CUNY PSO provides ongoing professional development and support to teachers and coaches in order to foster college readiness through research and inquiry.*
- *Kingsborough Community College Professors and Administrators work with us to ensure the alignment of Middle School Standards and College readiness.*
- *The Bill and Melinda Gates Foundation has allocated start up monies of \$500,000 to ensure a successful opening of this Early College school, supporting us since our school's opening in 2006. This allocation helped us fund an advisory consultant, professional development seminars, laptop carts, desktops, individual libraries, enrichment clusters*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *Ten percent of our Title 1 funds has been allocated for professional development for our UFT Teacher Center Specialist to provide ongoing school-wide professional development regarding literacy and writing strategies across the content areas through the 2011-2012 school year.*
- *Tax levy funds have been allocated to hire our Capstone teacher for the school year 2011-2012*
- *Contract for Excellence funding is allocated for per session during July and August of 2011 for professional development to support the writing of this new curriculum.*
- *Tax levy funding allocations have supported the purchase of research writing materials to support the needs of our diverse student body during the school day*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 30% of middle school students (37/124) who did not receive a level 3 or higher on the NYS ELA Examination in 2011 will increase their proficiency level on the 2012 NYS ELA Examination.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- *Our needs assessment is based on the fact that 51% of middle school students (124/240) scored a level 1 or 2 on the 2011 NYS ELA assessment. Students need to be able to demonstrate mastery of ELA NYS Content standards, as well as CCLS, in the 2011-2012 school year to ensure credit accumulation in both their high school and college courses.*
- *We realized that unless our students increase their fluency, vocabulary, and comprehension skills through the independent reading initiatives, test preparation programs, and direct reading instruction they will be unable to demonstrate an increase in proficiency on standardized assessments.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - d) timeline for implementation.

a) To encompass the needs of identified student subgroups, teachers make ongoing adjustments to tasks, activities and texts used in their classroom, while the school offers additional programs to help ensure student gains.

- *Teachers have been using leveled texts to ensure that curriculum content and skills are accessible to all learners. Individual student interaction with these leveled texts is supplemented by guided readings conducted by the teacher with more challenging, instructional level texts.*
 - *Students continuously engage in a structured independent reading program both inside the classroom and at home to help them practice and develop fluency, vocabulary, and reading comprehension skills.*
 - *Students are also provided with differentiated tasks and assignments, such as Venn diagrams, graphic organizers, and revised task prompts, which are designed to help scaffold abstract concepts for struggling students.*
 - *Teachers use ongoing formative assessments, such as exit slips, homework assignments, and individual/small-group conferences to help track areas of growth and areas still in need of support. During these conferences, teachers and students outline individualized goals and action plans to help ensure student success.*
 - *Students who did not meet proficiency on the 2011 NYS ELA examination have been participating in Book Clubs after their regularly scheduled classes twice a week. These book clubs focus on the development of vocabulary, comprehension skills, and appreciation for literature.*
 - *Later in the 2011-2012 school year, teachers will identify students in need of additional support in preparation for the 2012 NYS ELA examination, and will facilitate after school and Saturday programs to address students' areas of weakness.*
- b) *To help implement these strategies, activities, and programs, the ELA department works together closely to address curricular and student needs.*
- *The school Data Team provides the ELA department with an analysis of student performance trends on the NYS ELA assessment, which identifies academic weaknesses across grades. The teachers in the ELA department use this analysis to design and modify curriculum maps to ensure that students receive the instructional supports needed. Additionally, teachers use the analysis of Acuity exams to identify individual students' strengths and weaknesses to help design individual student goals and action plans.*
 - *ELA instructors regularly meet in teacher teams to discuss and review the alignment of their unit benchmarks and curriculum maps to the skills addressed on the NYS ELA examination. The instructors also use protocols to look at student work together to analyze the effectiveness of classroom instruction.*
- c) *The ELA department held department meetings to discuss the alignment of classroom assessment rubrics both to the CCLS and the NYS extended response rubrics used to evaluate student work on the NYS ELA examination. During common planning time, ELA teachers also share and discuss reading level assessments to help monitor student progress.*
- d) *All ELA curriculum maps are posted for review on ATLAS by August and unit benchmarks are submitted to the ELA department chair at the start of each new unit to ensure that instruction is aligned to NYS standards and CCLS.*
- *Personal professional conversations occur 3 times per year in September and October, February and May*

to ensure pacing of content and student progress.

- *Ongoing observations throughout the year to monitor and support classroom rigor to ensure academic success.*

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *All parents have access to ARIS to inform them of their child's ELA state scores.*
- *Parents are given a password by school staff and Parent Coordinator to help them monitor all progress and grades on Jupiter Grades, our online grading system.*
- *Parents receive 4 progress reports and 4 report cards during the 2011-2012 school year to keep them informed of their child's progress throughout the year.*
- *Parent workshops are facilitated yearly by KECSS staff to support middle school parents in navigating test materials and study techniques to ensure positive students outcomes.*
- *There is ongoing communication with parents and advisors to discuss individual questions, and concerns regarding many academic and social, emotional issues that may arise.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *The majority of our teachers are highly qualified as defined by NCLB. Our interview process is facilitated by a team of highly qualified teachers, administrators, and parents who assess candidates every year through the use of an established rubric aligned with Best Teacher Practices and KECSS core values.*
- *Our progressive methods of teaching have attracted all highly qualified teachers. We will continue to create, design and modify unit benchmarks that are aligned to New York State Academic Standards and Common Core Standards which help us support all students, including subgroups to achieve positive academic outcomes.*

- *Our strategies and activities include study groups, individual professional development plans for teachers, self-assessments for teachers based on professional needs to achieve positive student outcomes and weekly professional development sessions supporting those needs.*
- *We continue to employ a UFT Teacher Center Literacy specialist to who supports all teachers in the writing of curriculum and to assist them with the implementation of best practices in their classrooms.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *The CUNY PSO supports us with ongoing professional development and supports for our ELA teachers and coaches around the successful implementation of literacy strategies.*
- *Councilmatic monies have also supported us through the CASA Grant, which allowed us to have an after school literacy in the arts program and RESO A money to ensure upgraded technology for all of our students. These supports ensure students stay motivated and achieve high academic success.*
- *The Leadership Program and CAT are also local services who have supported us on site.*
- *The Bill and Melinda Gates Foundation has allocated start up monies of \$500,000 to ensure a successful opening of this Early College school, supporting us since our school's opening in 2006. This allocation helped us fund an advisory consultant, professional development seminars, laptop carts, desktops, individual libraries, enrichment clusters*

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *Title I funding allocated in per session for test prep and school programs for seven (7) Saturday's (March through May 2012) and after school programs (weekdays Monday through Thursday) for test preparation and after school programs.*
- *Tax Levy funding allocated for ELA teachers and Capstone writing teacher.*
- *Title I parent involvement funds allocated for Jupiter Grades and parent meetings.*

- *Ten Percent of Title I funding is allocated for professional development incorporated into the UFT Teacher Center Specialist/coach salary.*
- NYSTL, Fair Student Funding and Title 1 funds are allocated for ELA independent reading libraries and after school book clubs to aid in implementing these Saturday and after school programs.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 72% (58/80) of sophomores will have earned at least 15 college credits towards their Associate's Degree.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- *As an early college school, it is important that we meet this goal in order to fulfill the mission of our school. The objective of our program is that all of our students graduate with not only a high school diploma but with an Associate's Degree, or at the very least, 30 college credits. Students with the degree will be able to start CUNY and SUNY colleges as college juniors, and those with at least 30 credits will enter as sophomores.*
- *By the end of sophomore year students should have earned at least 15 college credits. Our most up-to-date data shows that 67% (49/73) of students ended their sophomore year meeting this criterion.*

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

(a) Strategies/ Activities that encompass the needs of identified student subgroups

- *Students will be placed in a CAP class that will help support them with reading higher level texts, time management, study skills, and writing techniques. Research-based strategies will include: graphic organizers to support students in navigating non-fiction texts, goal setting and time management skills, writing, and active learning activities, such as listening, discussions and*

presentations as written by Harman and Toth in Inspiring Active Learners.

- *All students including special needs and English language learners will be engaged in lunch tutoring and team teaching when necessary. All special needs students are placed in team situations for extra academic supports to ensure success.*
- *To help ensure academic success and credit accumulation, 9th grade advisors hold individual conferences with students regarding the struggles and successes they're experiencing with their high school and college courses. Advisors work closely with students to set goals and action plans for coping with identified struggles. College readiness skill are a main focus of the 9th grade advisory curriculum, such as a unit focusing on strategies to demonstrate resilience when both facing academic and social difficulties. By discussing these strategies with students, advisors equip them with the skills they need to apply to their academic practices to ensure they are experiencing success in their classes. The 9th grade advisory curriculum also includes focused study days, where advisor review different study skills and strategies for students to practice individually and in groups.*
- *Students withdrawn from college courses such as Spanish, Theater and Student Development will be placed in high school level courses designed to support the content of the college level courses. Upon successful completion of these courses, students will be readmitted to the college level course.*

(b) Staff and Resources used to implement these strategies/activities

- *A highly qualified English teacher will teach the CAP (College Action Plan) class 1 times per week to ensure AIS services and extra academic support..*
- *UFT Teacher Center Specialist supports teachers through professional development and team teaching.*
- *All teachers are in constant contact with advisors, administrative, Professors and parents.*
- *The college advisor and college liaison offers extra supports, such as holding meetings with students to co-edit writing assignments.*

(c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- *Teachers in grades 8-11 are involved in the decision making process regarding our college program. All 8th grade teachers are asked to recommend students to be enrolled in their first college class at the end of 8th grade.*

- *Decisions are then brought to our administration for the review, where decision and ultimately approval of student selections are made.*
- *College courses have been decided upon through the College planning team which is also comprised of teachers from KECSS.*
- *As students progress through the program, teachers decide on appropriate academic supports which will enable students to achieve academic success.*
- *Teachers also bring suggestions to the planning team regarding college course offerings.*
- *Teachers are also encouraged to support to programs at various stages in the semester when needed.*

(d)Timeline for implementation

- *College Action Plan courses are given throughout the school year to support all students in their area of need. This class meets 1 time weekly.*
- *College Advisor and College Liaison are available on an on-going basis throughout the school year.*
- *Advisors meet with students weekly for goal setting and “check in” conferences throughout the school year.*

Strategies to increase parental involvement

Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- *As students move up in grades, mandated meetings are held periodically to inform all parents of college policies and requirements.*
- *Advisors remain in contact with their advisees, and parent/guardians to inform them of their child’s progress and proficiency in all college classes.*
- *A timeline is established with parents and students to ensure all students are afforded with an opportunity to complete all work necessary to achieve success in their college courses.*
- *Parents participate in scheduled conferences with our college Advisor, CUNY Liaison, and KECSS administration when their child is in danger of being withdrawn from a college course.*

- *Parents and students are required to sign academic contracts outlining an action plan to ensure students meet course requirements for college courses.*

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *The majority of our teachers are highly qualified as defined by NCLB. Our interview process is facilitated by a team of highly qualified teachers, administration, and parents who assess candidates every year through the use of an established rubric aligned with Best Teacher practices and KECSS core values.*
- *Our strategies and activities include study groups, individual professional development plans for teachers, self-assessments for teachers based on professional needs to achieve positive student outcomes and weekly professional development sessions supporting those needs.*
- *We continue to employ a UFT Teacher Center specialist and an advisory consultant who supports all teachers in the writing of all advisory curriculum in the College Readiness program such as Capstone Research in the middle school and backwards planning of all curriculum maps.*

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *CUNY and Kingsborough Community College support our school with various resources such as: tuition waivers, use of facilities on campus, hiring of professors, a CUNY Liaison. Department chairs are in constant command with our professors, liaison and administration to ensure a smooth transition and solid college program.*
- *Councilmatic monies have also supported us through the CASA Grant, which allowed us to have an after school arts program and RESO A money to ensure upgraded technology for all of our students. These supports analyze students and help them stay motivated to achieve high academic success.*
- *The Bill and Melinda Gates Foundation has allocated start up monies of \$500,000 to ensure a successful opening of this Early*

College school, supporting us since our school's opening in 2006. This allocation helped us fund an advisory consultant, professional development seminars, laptop carts, desktops, individual libraries, enrichment clusters

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- *One percent of Title 1 funding allocated for Parent Involvement which will include but is not limited to Jupiter grades and School Messenger.*
- *Ten Percent of Title I funding is allocated for professional development incorporated into the UFT Teacher Center Specialist/coach salary*
- *Contract for Excellence funding allocated in per session for teachers for professional development during July and August of 2011 and for various after school programs during the school year school.*
- *Fair Student Funding is allocated in per session funds for College Advisors throughout the 2011-2012 school year.*
- *Fair Student Funding has been allocated for college textbook materials to support the college program during the 2011-2012 school year.*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	60	40	40	40				
7	60	40	40	40	3			

8	65	65	44	44	7		
9	55	55	50	50	2		
10	5	4	4	7	2		8
11	16	12	5	7	7		21
12							

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<input type="checkbox"/> <input type="checkbox"/> Three hours each Friday has been dedicated to ELA Academic Intervention. It consists of non-fiction reading and independent reading with just right books and conferencing
Mathematics	<input type="checkbox"/> Students who are deficient in Math have been scheduled for Math Academic Intervention programs and Fridays. The academic intervention curriculum follows the state standards and was created using Measuring Up, NYS Coach and Integrated Algebra Coach. Methods of instruction include small group, one-to-one tutoring after-school and at lunch. Students are also scheduled for Academic Intervention on Fridays
Science	<input type="checkbox"/> Science academic intervention services are provided in lunch tutoring, after school, small group, and individual instruction, as well as in class through differentiated instruction in small groups and guided groups. On Fridays students are scheduled for Science intervention with a focus on literacy development
Social Studies	<input type="checkbox"/> Academic Intervention Services in Social Studies are provided in lunch tutoring, after school, small group, and individual instruction, as well as in class through differentiated instruction in small groups and guided groups. On Fridays students are scheduled for Social Studies intervention with a focus on literacy development

At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> Group and individual counseling based on the needs of students as determined by mandated counseling numbers, teacher and parent observation and student need.
At-risk Services provided by the School Psychologist	<input type="checkbox"/> LEC's on-site school psychologist continues to evaluate initiated cases and provides on-going support to students and KECSS families
At-risk Services provided by the Social Worker	<input type="checkbox"/> Group and individual counseling based on the needs of students as defined by teacher observations, references parent request, and IEP designation.
At-risk Health-related Services	<input type="checkbox"/> On-going support will be provided by occupational therapists and health paraprofessionals as needed

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- always try my best to learn.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY

SUBMISSION FORM

2011-12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Dennis Sanchez	District 21	Borough Brooklyn	School Number 468
School Name Kingsborough Early College Secondary			

B. Language Allocation Policy Team Composition [i](#)

Principal Connie Hamilton	Assistant Principal Tracee Murren
Coach Sarah Kaplan	Coach
ESL Teacher Viktor Kurylyk	Guidance Counselor Nicholette Apap
Teacher/Subject Area Ralph Franco- Spanish/ELL	Parent

Teacher/Subject Area	Parent Coordinator Genevieve Mercaldo
Related Service Provider	Other
Network Leader Dennis Sanchez	Other

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	475	Total Number of ELLs	13	ELLs as share of total student population (%)	2.74%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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. 

ELL Identification Process

1. Describe the steps followed for the initial identification of those students who may possibly be ELL's. These steps must include administering of 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 ELL's using the New York State English as a Second Language Achievement Test (NYSELAT)

In order to determine whether a new student may possibly be ELL's, Ms. Kaplan or Mr. Franco administer the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Before and after this process parents are informed of purpose for the student screening. Translators are provided through the NYC Department of Education when necessary.

The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment are Viktor Kurylyk (certified ESL teacher), Ralph Franco (certified Foreign Language teacher) and Sarah Kaplan (certified in ELA). Once potential ELLs are identified, Mr. Franco and/or Ms. Kaplan administer the revised LAB-R test within 10 days. The LAB-R test results then determine whether students are entitled to one of the three ELL programs. If necessary Ms. Kaplan, Mr. Franco or Mr. Kurylyk administers the Spanish LAB to Spanish-speaking students who do not pass the LAB-R. This test is administered in order to determine language dominance.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all English language learners. ELL students are tested for English proficiency in speaking, listening, reading and writing. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Data from the RLAT provides KECSS with valuable information in designing and placing our students into instructional programs and determining the type of support each student needs based on his/her proficiency level. The NYSESLAT scores are distributed to all teachers and each teacher uses this data to help support ELL students. All KECSS teachers then use the NYSESLAT and other assessment data to create an individual benchmarking/learning goal plan for the purpose of documenting student learning/progress and to implement strategies that will support each student and ensure he/she attains mastery of the specified set of standards outlined in each unit of study. Both the NYSESLAT and LAB-R data is used to inform instructional programs and initial language allocations at KECSS.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Bilingual, and Free Standing ESL)? Please describe the process outreach plan and timelines.

Listed below are the many structures in place to ensure that our parents understand all three program choices (Transitional Bilingual, Dual Bilingual, and Free Standing ESL):

- Each August before the official start of school begins, KECSS holds a Parent Orientation Meeting facilitated by Ms. Hamilton (principal), Ms. Murren (assistant principal) and Ms. Kaplan (ELL testing coordinator). During this Parent Orientation there is an in-depth overview of the ELL identification, entitlement and placement process with a Q & A session that follows the orientation.
- During the first week of school, students will be identified for ELL using the HLIS. Parents will be called by their student's advisor to make an appointment with our ELL teachers Mr. Franco or Ms. Kaplan for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child.
- The PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group
- The advisor will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their child's education from the start to the end of the school year. As per the Aspira Consent Decree parents will be notified when a TBE/DL program become available.

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 ELL's is Transitional Bilingual Education as per CR Part 154)

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. These documents are given to the parents during Summer Orientation or sent home with the child through their advisor who will collect the forms back and submit them to Ms. Kaplan. Parents are free to ask questions during Summer Orientation or schedule a meeting with the ELL instructors to clarify any questions or concerns that they may have. All documents collected will be kept on file. The advisor or Ms. Kaplan will call the home of any parent who does not return the forms in a timely manner. Administration will be notified in the event that the advisor or Ms. Kaplan is not able to contact the parent and will then follow through in ensuring the form is returned.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional Program; description must also include and consultation/ communication activities with parents in their native language

Entitlement letters will be sent to parents by mail, and follow up conversations with Mr. Franco and/or Kaplan will be arranged by the child's advisor to again discuss the three program choices so that parents can make informed decisions regarding their child's education. All placement r

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

teacher) will maintain all entitlement records and placement letter records. Comprehensive Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language) to ensure that parents are happy with the program selection. All translated materials and resources will be sent home through advisory teachers. KECSS will use the advisory teacher to provide ongoing communication regarding the child's academic and social progress in an effort to promote parental involvement and build trusting relationships with their child's advisor to further ensure that KECSS is a welcoming school that acknowledges our parents as valuable members of our community.

5. After reviewing the Parent Survey and Program Selection forms for the past five years what is the trend in program choices that parents have requested? (Please provide numbers)

KECSS opened in the 2006 school year and the trend in program choices that parents have requested is the Freestanding ESL. In school year 2006-2007 four out of four ELL students participated in the Freestanding ESL program, in 2007-2008, eight out of eight students participated in the Freestanding ESL program, in 2008-2009, fourteen out of fourteen students participated in the Freestanding ESL program and currently in the school year 2009-2010, nine out of nine students participate in the Freestanding ESL program. In 2011 thirteen out of thirteen students participate in the Freestanding ESL program. As an Early College School, our ELL parents have expressed concerns about their children keeping up with the regular school curriculum as well as the added academic demands of an Early College School. As a result, all parents since the opening of our school have expressed the importance that their child be instructed in the English language and given pull-out instruction in a small ESL group setting. Parents indicated that the Freestanding ELL program would best meet the needs of their child and provide the most support for their child.

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

Thus far our Freestanding ESL Program model aligns with parent requests as all parents have indicated to us that they prefer a program delivered in English through the use of specific instructional strategies. Although KECSS has informed parents of the three program choices, all parents thus far have opted to have their child participate in the Freestanding program. At this point, our ELL population has remained very small and KECSS has had great success with our ELL students testing out of the program as a result of proficient NYSESLAT

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

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. [i](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3			5			5			13
Total	3	0	0	5	0	0	5	0	0	13
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2				1			3
Chinese									1					1
Russian							1	1						2
Bengali														0
Urdu								3		1				4
Arabic							1							1
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	5	5	1	1	1	0	0	13

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

- a. What are the organizational models (e.g. Departmentalized, Push-In [Co-Teaching] , Pull out, Collaborative, Self Contained)

The organizational model used in KECSS is a Pull Out model.

A. Programming and Scheduling Information

b. What are the program models (e.g. Block [Class travels together as a group]; Ungraded; Heterogeneous; Homogenous)

The program model is ungraded; the twelve students in the ESL program are serviced simultaneously. 66% of students in grades 6-10 (8/12) have advanced proficiency levels and are serviced in an ungraded classroom. All other students have proficiency levels of beginner or intermediate and as a result receive three additional hours of ESL instruction as per state mandates.

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 Pare 154

Instructional minutes for the ELL program are incorporated into the weekly students' schedule as well as the weekly teacher's schedule; ELL instruction takes place 6 hours per week. Students with advanced proficiency levels and require a minimum of 3 hours per week, while students with intermediate or advanced proficiency levels receive a minimum of 6 hours of instructional time each week.

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.

As a free standing ELL pull out program content specific instruction is not provided in this setting. The curriculum used in the ELL classroom focuses on student learning in the areas of reading, writing, listening and speaking. Within each content classroom teachers provide instructional and curricula supports to facilitate student learning.

English Language Arts

At KECSS the focus of the English Language Arts curriculum is the development of student interest in literature as well as their ability to understand, appreciate, and analyze a multitude of texts. To achieve this goal, students will read numerous pieces of literature, in multiple genres such as non-fiction, poetry, drama, and contemporary young adult fiction. Students will learn strategies to independently evaluate and respond to text. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars and Hot Seats, and complete a number of independent and collaborative projects. Additional independent courses of study will be offered for students identified for enrichment.

Mathematics

At KECSS mathematics courses are designed to assist students see and understand math as an integral and fascinating part of life. Our goal is to create a math environment where students are empowered to explore the many possibilities of problem solving. The mathematics curriculum has been created to ensure exposure to and mastery of numeration concepts, algebra, geometry, measurement and statistics and probability. Students will be afforded the opportunity to utilize manipulatives to construct, comprehend and analyze mathematical theory. They will also learn to verbalize, justify and present their arithmetic cognition, through journal writing and Socratic Seminars.

Science

A. Programming and Scheduling Information

The science program at KECSS is designed to make sure that all students including ELLs achieve mastery in the sciences. Curricula material is delivered using a combination of lecture and laboratory course work. To support and encourage the ELL student, reading and writing scaffolding techniques are used. The teachers also ensure student achievement with the use of active learning strategies, hands on experimentation, group work and discussions. Students are encouraged to use their listening, speaking, reading and writing skills to demonstrate their comprehension of the material being taught in class.

Social Studies

The Social Studies courses at KECSS are created to assist students as they explore the history of the United States as well as the world. To ensure that they internalize concepts such as: US expansion, imperialism, industry growth and government policies ELL students will participate in activities such as role plays, timelines, writing and the creation of scripts, all of which are designed to enable them to fully grasp the concept of life at different times in history. Students will also read books which have taken place during specific time periods, and which will help them further understand the time period they are studying. Socratic Seminars will facilitate higher order thinking skills, while allowing the development of listening, speaking, reading and writing.

In order to provide content and native language support to ESL students the ESL teacher pushes into the ELA and Writing classes. During this push in program, the teacher works with students individually or in groups to help scaffold activities and provide strategies that help students strengthen reading, writing and listening skills.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

At KECSS our ELL program is a free standing program focused on the development of reading, writing, listening and speaking in English. Students are not evaluated in their native language. All assessments are administered in English. Ms. Kaplan, or Mr. Frano (Spanish instructor) will administer the Spanish LAB to students who do not pass the LAB-R.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
<p>ESL classroom the teacher focuses on the individual student's content knowledge. The Inquiry Team has analyzed the academic data for all ELL students in order to determine their areas of strength and deficiency. According to data collected, these students are proficient in reading for information and understanding, while they struggle with literary response and expression. To address this issue the students have been placed in book club designed to help them use content clues to find the meaning of unknown words and understand how the structure of a passage aids in comprehension. The use of active learning strategies such as, games, skits, songs, partner interviews and structured conversation with classmates provides a low stress educational environment where the SIFE student can feel academically and socially successful</p>	<p>100% 75% 50% 25%</p>
	Dual Language
<p>The student designated TBE are currently enrolled</p>	<p>100% 87%</p>
<p>75%</p>	<p>Page 46</p>
<p>50%</p>	
<p>25%</p>	

A. Programming and Scheduling Information

He also receives daily in-class support and tutoring in his ELA classes and Math classes.

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas (Specify subgroups targeted). Please list the range of intervention services which they are offered

In all content classes teachers and students monitor the benchmarks that students have mastered for each unit using a benchmarking/learning goal template. Students who have not mastered the benchmarks or standards of the curriculum will set goals and action plans with the teacher to ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out the curriculum and given enrichment activities that utilize more advanced concepts.

English Language Arts

Three hours each Friday has been dedicated to ELA academic intervention for students. Student data is analyzed by the Inquiry team and each child is assigned to remediation or acceleration program depending on his/her strengths and weaknesses. Students also receive one to one or small group tutoring in afterschool reading programs. The programs currently used by KECSS include: Book Clubs, REWARDS, MCI and Ramp-Up.

Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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Science

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

Science

Science academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness

Courses Taught in Languages Other than English ⓘ

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

Math:				
Science:				

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

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors, paraprofessionals and the assistant principal have attended or will attend city-wide professional development on ELL initiatives, mandates and instructional strategies. This year teachers who work with ELL students attended PD focused on reading for ELLs (11/8/11) and ELL Science differentiation (12/12/11).
2. All content teachers as well as Special Education and ELL teachers received PD focused on providing decoding, fluency and Comprehension to ELLs and struggling readers. The teachers have also been trained in Wilson, Great Leaps, Rewards and Corrective Reading. These programs provide instructors with strategies to use in the ELL classroom to develop reading and writing skills
3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as thy transition from one school level to another

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

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors, paraprofessionals and the assistant principal have attended or will attend city-wide professional development on ELL initiatives, mandates and instructional strategies. This year teachers who work with ELL students attended PD focused on reading for ELLs (11/8/11) and ELL Science differentiation (12/12/11).
2. All content teachers as well as Special Education and ELL teachers received PD focused on providing decoding, fluency and Comprehension to ELLs and struggling readers. The teachers have also been trained in Wilson, Great Leaps, Rewards and Corrective Reading. These programs provide instructors with strategies to use in the ELL classroom to develop reading and writing skills
3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as they transition from one school level to another

Teachers will receive professional development designed to help them facilitate the summer bridge programs for incoming 6th graders. Teachers learn to facilitate team building activities and run workshops for incoming students. Since our school is a 6-12 we do not provide our teachers with professional development designed to help students transition into high school

To support our staff as they assist ELLs transition we provide professional development

At KECSS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relieves some of the stress ELL students feel when entering to a new school.

Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

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

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors, paraprofessionals and the assistant principal have attended or will attend city-wide professional development on ELL initiatives, mandates and instructional strategies. This year teachers who work with ELL students attended PD focused on reading for ELLs (11/8/11) and ELL Science differentiation (12/12/11).
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Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

- Utilize student prior knowledge to build new learning

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

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

Description of the parent involvement in the school, including ELLs

1. In an effort to implement the Title I, Part A parental involvement requirements, KECSS where possible will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand. We will also make student grades available to parents to monitor on a daily basis via the school-wide grading system 'jupitergrades'. Parents can request grade reports be translated into their native language. Parents can also make appointments to meet with teachers during scheduled parent/teacher conference days or request alternative conference times. Department of Education translation services are available for parents who's primary language is not English. The school will also involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend. KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

2. Specification of partnerships with other agencies or CBOs to provide workshops or services to ELL parents

KECSS and the other schools in the Lafayette Educational Complex, are working with 21st Century Grant to provide tutoring services on Saturday for all students (ELLs and former ELLs) preparing for Regents examinations.

3. Provide an explanation of how you evaluate the needs of the needs of the parents

To evaluate the needs of the parents the parent coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

A description of your parental involvement activities and how they address the needs of the parents

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate

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

Description of the parent involvement in the school, including ELLs

1. In an effort to implement the Title I, Part A parental involvement requirements, KECSS where possible will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand. We will also make student grades available to parents to monitor on a daily basis via the school-wide grading system 'jupitergrades'. Parents can request grade reports be translated into their native language. Parents can also make appointments to meet with teachers during scheduled parent/teacher conference days or request alternative conference times. Department of Education translation services are available for parents who's primary language is not English. The school will also involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend. KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

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A description of your parental involvement activities and how they address the needs of the parents

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

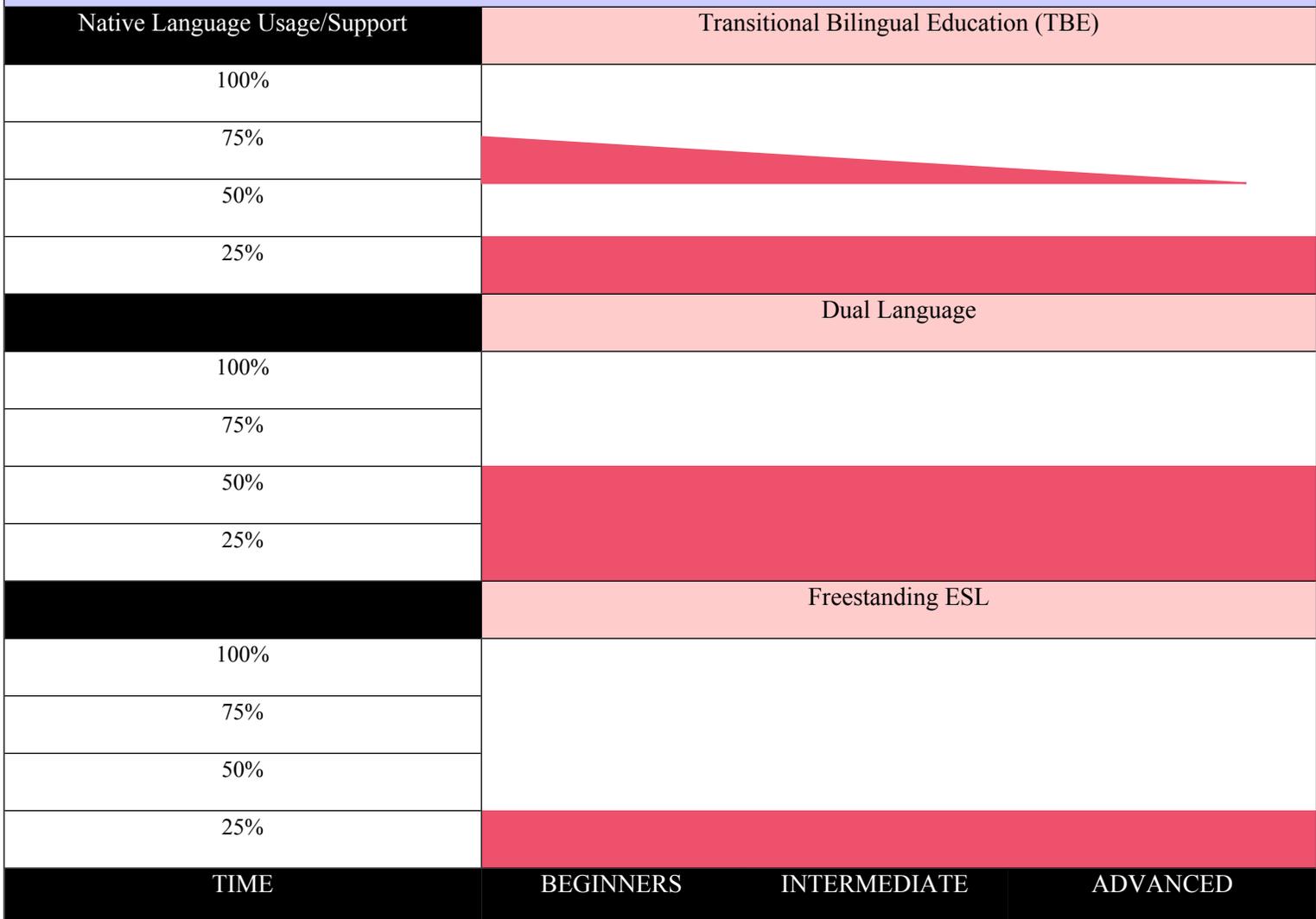
- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. Describe your targeted intervention programs for ELLs in ELA, math and other content areas (Specify subgroups targeted). Please list the range of intervention services which they are offered

In all content classes teachers and students monitor the benchmarks that students have mastered for each unit using a benchmarking/learning goal template. Students who have not mastered the benchmarks or standards of the curriculum will set goals and action plans with the teacher to ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out the curriculum and given enrichment activities that utilize more advanced concepts.

English Language Arts

Three hours each Friday has been dedicated to ELA academic intervention for students. Student data is analyzed by the Inquiry team and each child is assigned to remediation or acceleration program depending on his/her strengths and weaknesses. Students also receive one to one or small group tutoring in afterschool reading programs. The programs currently used by KECSS include: Book Clubs, REWARDS, MCI and Ramp-Up.

Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

B. Programming and Scheduling Information--Continued

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Science

B. Programming and Scheduling Information--Continued

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Science

Science academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors, paraprofessionals and the assistant principal have attended or will attend city-wide professional development on ELL initiatives, mandates and instructional strategies. This year teachers who work with ELL students attended PD focused on reading for ELLs (11/8/11) and ELL Science differentiation (12/12/11).
2. All content teachers as well as Special Education and ELL teachers received PD focused on providing decoding, fluency and Comprehension to ELLs and struggling readers. The teachers have also been trained in Wilson, Great Leaps, Rewards and Corrective Reading. These programs provide instructors with strategies to use in the ELL classroom to develop reading and writing skills
3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as thy transition from one school level to another

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3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as they transition from one school level to another

Teachers will receive professional development designed to help them facilitate the summer bridge programs for incoming 6th graders. Teachers learn to facilitate team building activities and run workshops for incoming students. Since our school is a 6-12 we do not provide our teachers with professional development designed to help students transition into high school

To support our staff as they assist ELLs transition we provide professional development

At KECS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relieves some of the stress ELL students feel when entering to a new school.

Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

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Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

- Utilize student prior knowledge to build new learning

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

Description of the parent involvement in the school, including ELLs

1. In an effort to implement the Title I, Part A parental involvement requirements, KECSS where possible will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand. We will also make student grades available to parents to monitor on a daily basis via the school-wide grading system 'jupitergrades'. Parents can request grade reports be translated into their native language. Parents can also make appointments to meet with teachers during scheduled parent/teacher conference days or request alternative conference times. Department of Education translation services are available for parents who's primary language is not English. The school will also involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend. KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

2. Specification of partnerships with other agencies or CBOs to provide workshops or services to ELL parents

KECSS and the other schools in the Lafayette Educational Complex, are working with 21st Century Grant to provide tutoring services on Saturday for all students (ELLs and former ELLs) preparing for Regents examinations.

3. Provide an explanation of how you evaluate the needs of the needs of the parents

To evaluate the needs of the parents the parent coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

A description of your parental involvement activities and how they address the needs of the parents

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate

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Paste response to questions 1-4 here

Description of the parent involvement in the school, including ELLs

1. In an effort to implement the Title I, Part A parental involvement requirements, KECSS where possible will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand. We will also make student grades available to parents to monitor on a daily basis via the school-wide grading system 'jupitergrades'. Parents can request grade reports be translated into their native language. Parents can also make appointments to meet with teachers during scheduled parent/teacher conference days or request alternative conference times. Department of Education translation services are available for parents who's primary language is not English. The school will also involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend. KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

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- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)							1	1						2
Advanced (A)							4	3	1	1	1			10
Total	0	0	0	0	0	0	5	5	1	1	1	0	0	13

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	0	
Integrated Algebra	1	0	1	
Geometry	0	0	0	
Algebra 2/Trigonometry	0	0	0	
Math	0	0	0	
Biology	0	0	0	
Chemistry	0	0	0	
Earth Science	1	0	1	
Living Environment	1	0	0	
Physics	0	0	0	
Global History and Geography	1	0	1	
US History and Government	1	0	1	
Foreign Language	0	0	0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other	0	0	0	
Other	0	0	0	
NYSAA ELA	0	0	0	
NYSAA Mathematics	0	0	0	
NYSAA Social Studies	0	0	0	
NYSAA Science	0	0	0	

Native Language Tests

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

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

- 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:

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

School Name: Kingsborough Early College Sch

School DBN: 21K468

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Connie Hamilton	Principal		12/19/11
Tracee Murren	Assistant Principal		12/19/11
Gen Mercaldo	Parent Coordinator		12/19/11
Viktor Kurylyk	ESL Teacher		12/19/11
Inga Zhilo	Parent		12/19/11
Lisa Fogarty	Teacher/Subject Area		12/19/11
Ralph franco	Teacher/Subject Area		12/19/11
Sarah Kaplan	Coach		12/19/11
	Coach		1/1/01
Nichollette Apap	Guidance Counselor		12/19/11
Debra Maldonado	Network Leader		12/19/11
	Other		1/1/01

School Name: Kingsborough Early College SCh

School DBN: 21K468

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 21k468 **School Name:** Kingsborough Early College

Cluster: 52 **Network:** CUNY

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.

KECSS uses the information provided by families on the Home Language Survey to determine what translations are necessary. Currently we translate our communication into Russian, Urdu, Mandarin, and Spanish using DOE resources and parent volunteers.

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.

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT, and PTA.

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.

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT, and PTA.

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.

KECSS utilizes DOE translators, parent volunteers, and staff members to provide oral translation.

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>.

KECSS' Parent Coordinator distributes the Parents Bill of Rights in multiple languages to families to ensure they are informed of their right to translation and interpretation services. All important notices translated during Open House information session and orientation meetings.