



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :**           **KAPPA V MIDDLE SCHOOL**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):**           **23K518**

**PRINCIPAL:**               **EDWARDS, DELLIE M**           **EMAIL: DEDWARD6@SCHOOLS.NYC.GOV**

**SUPERINTENDENT:**       **CUMBERBATCH, AINSLIE**

**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
<b><u>EDWARDS</u></b> , Dellie M	*Principal or Designee/Staff	
<b><u>O’HAGAN</u></b> , Adriana	*UFT Chapter Leader or Designee/Staff	
<b><u>LESLIE</u></b> , Marjorie J	*PA/PTA President or Designated Co-President	
<b><u>LLEWELLYN</u></b> , Julita	DC 37 Representative	
Not Applicable	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Not Applicable	CBO Representative, if applicable	
<b><u>MONCRIEFFE</u></b> , Michele	Member/Chairperson/Staff	
<b><u>WOODSIDE</u></b> , Basilel	Member/Co-Chairperson/Staff	
<b><u>SEYMORE</u></b> , Jasmine	Member/Recording Secretary/Parent	
<b><u>CLAUDIO</u></b> , Dinorah	Member/Assistant Recording Secretary/Parent	
<b><u>HINDS</u></b> , Victor	Member/Timekeeper/Parent	
<b><u>DUNDEE-REID</u></b> , Danette	Member/Parent	

## **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 - MATHEMATICS**

- **TO DEVELOP THE PRACTICE OF CCLS MATHEMATICS STRAND – CONSTRUCTING VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS - THROUGH ALL GRADES OVER THE YEAR.**

By June 2012, 80% of students in grade 6-8 will demonstrate their mathematical thinking by effectively constructing viable arguments and critiquing the reasoning of others in solving problems utilizing a 4 point rubric aligned to the selected CCLS.

### **Comprehensive needs assessment**

- As a result of our careful analysis of our AYP, the Spring NYS Mathematics Test scores, teacher-made assessments, and the recent ITA (Nov 2011), it became clear that by comparing our students' performance within the district and within our peer group, we are underperforming in this area and recognize the need to strengthen the quality of the school's mathematics program in order to impact student learning.

### **Instructional strategies/activities**

#### Activity #1

Professional Development: PD will be given on the following topics: Interim assessments to monitor and revise curriculum; network and external experts to facilitate Professional Development sessions for all staff members on how to effectively create rigorous math tasks; *use of rubrics with the language of the standards to provide specific feedback to students regarding their work*; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

Target Population(s): Whole class and small groups (push-ins/pull-outs) during the instructional day, as well as during extend day (AM/PM), and Saturday Academy.

Responsible Staff Members: Assistant and lead math teacher

Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist

Implementation Timeline: September 2011 through May 2012

### **Strategies to increase parental involvement**

- **We will work with families to serve the best interests of their children, through:**
  - a) Math Night – Every First Monday evening of each month parents will be involved in a Math-with-my-child's-Math-teacher session from 5-7 pm (activities will be paper and technology based.
  - b) Parents will be introduced to ARIS Parent Link.
  - c) Parents will be introduced to ENGRADE where teachers will post course descriptions, learning goals, homework assignments and projects.
  - d) Create positive experiences for those who may or may not have had positive experiences in this subject area, and respect values and cultural differences.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- **We will utilize the following means and methods:**

- a) In collaboration with our network (210) Human Resources Personnel we will recruit qualified, will-do-the-job, teachers.
- b) KAPPA V has a hiring policy in place, and administrators attend hiring fairs to make as-needed selection of staff.
- c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.

### **Service and program coordination**

- Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction.
- The PAL/Beacon afterschool program will provide supplementary academic support.
- Brooklyn College regularly request, and we accept student teachers who work with students.

### **Budget and resources alignment**

- a) We have utilized Fair Student Funding, Title 1 SWP, and RTT to support our educational initiatives for Per-session, AIS, Per diem etc.
  - The school has established a web-based math program that focuses on improving the mathematical abilities, that all students will need in order to succeed in math.

## **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 – ENGLISH LANGUAGE ARTS**

- **TO INCREASE STUDENT COMPETENCY IN USING EVIDENCE FROM INFORMATIONAL TEXT AND TO SUPPORT ARGUMENTS AND IMPROVE THEIR WRITING STYLE.**

**By June 2012, all students in grades 6-8 will complete one literacy task aligned to the CCLS requiring each student to demonstrate their ability to read and analyze informational texts and write opinions and arguments based on an analysis of informational text.**

**80% of students will effectively use evidence from informational texts to support arguments across subject areas and grades based on a 4 point rubric aligned to the selected CCLS.**

### **Comprehensive needs assessment**

- a) As a result of our careful analysis of our AYP, the Spring NYS English Language Arts Test scores, teacher-made assessments, and the recent ITA (Nov 2011), it became clear that by comparing our students' performance within the district and within our peer group, we are underperforming in this area and recognize the need to strengthen the quality of the school's English Language Arts program in order to impact student learning.

**Instructional strategies/activities** We will utilize the following means and methods:

- a) Teacher-teams to develop a CCLS aligned unit of study that incorporates opportunities for students to demonstrate their ability to read and analyze informational texts and write opinions and arguments based on an analysis of informational text.
- b) Develop lessons that incorporate oral and written skills needs for providing evidence to support reason behind claims.
- c) Whole class and small groups (push-ins/pull-outs) during the instructional day, as well as during extend day (AM/PM), and Saturday Academy

**Strategies to increase parental involvement**

• **We will work with families to serve the best interests of their children, through:**

- a) ELA Night – Every First Monday evening of each month parents will be involved in an ELA-with-my-child’s-ELA-teacher session from 7-8 pm (activities will be paper and technology based.
- b) Parents will be introduced to ARIS Parent Link.
- c) Parents will be introduced to ENGRADE where teachers will post course descriptions, learning goals, homework assignments and projects.
- d) Create positive experiences for those who may or may not have had positive experiences in this subject area, and respect values and cultural differences.

**Strategies for attracting Highly Qualified Teachers (HQT)**

• **We will utilize the following means and methods:**

- a) In collaboration with our network (210) Human Resources Personnel we will recruit qualified, will-do-the-job, teachers.
- b) KAPPA V has a hiring policy in place, and administrators attend hiring fairs to make as-needed selection of staff.
- c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.

**Service and program coordination**

- a) Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction.

**Budget and resources alignment**

- a) We have utilized Fair Student Funding, Title 1 SWP, and RTT to support our educational initiatives.

### 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 – CORE CURRICULUM LEARNING STANDARDS**

• **TO FOSTER AND SUPPORT GROWTH IN STUDENT PERFORMANCE AND CLOSE THE ACHIEVEMENT GAP ACROSS ALL POPULATIONS.**

At least 80% of students of all grades will be able to produce a coherent 3-page essay that is cohesive in support of chosen arguments thus **moving students to levels 3 and 4 for ELA and math based on our NYS assessments and the Progress Report.**

**Comprehensive needs assessment**

- The New York State Department of Education has set the expectation that all schools to begin the implementation of the Common Core Learning Standards which is designed to ensure our students are college and career ready. In order to increase student academic performance/mastery and provide rigorous instruction, it is essential that we begin to have our students acclimated to completing Performance Tasks.

**Instructional strategies/activities**

- a) Secure the network and external experts to facilitate Professional Development sessions for all staff members on how to effectively create rigorous Performance Tasks.
- b) Provide teachers with the time and space to plan Performance Tasks.
- c) Administrators along with teachers will develop a CC aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- d) Have teachers plan across content areas to make stronger connections for students.
- e) Provide meaningful feedback on Performance Tasks
- f) Use observations and walk-thrus both formal and informal to ensure that teachers are using data to drive instruction.
- g) Teachers will review student work against CCLS to identify gaps in instruction, modify instruction and create meaningful Tasks.

**Strategies to increase parental involvement****• We will work with families to serve the best interests of their children:**

- a) Teachers will post all Performance Tasks online and send students home with a hard copy to review with parents.
- b) Teachers will consistently update parents on meeting deadlines.
- c) Parent Coordinator will provide materials and services to help parents work with their children on completing the task
- d) Providing parents with the information and training needed to effectively become involved in this new initiative.

**Strategies for attracting Highly Qualified Teachers (HQT)****• We will utilize the following means and methods:**

- a) In collaboration with our network (210) Human Resources Personnel we will recruit qualified, will-do-the-job, teachers.
- b) KAPPA V has a hiring policy in place, and administrators attend hiring fairs to make as-needed selection of staff.
- c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.

**Service and program coordination**

- a) Academic intervention programs and 37.5 additional minutes are being used to support the delivery of instruction.

**Budget and resources alignment**

- a) We have utilized Fair Student Funding, Title 1 SWP, and RTT to support our educational initiatives.

**ANNUAL GOAL #4 AND ACTION PLAN**

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	<b>17</b>	<b>18</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>7</b>	<b>20</b>	<b>19</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>8</b>	<b>22</b>	<b>22</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	Achieve 3000 AM/PM Tutoring Saturday Academy Website helps
<b>Mathematics</b>	AM/PM Tutoring Saturday Academy Website helps
<b>Science</b>	AM Tutoring
<b>Social Studies</b>	School Trips
<b>At-risk Services provided by the Guidance Counselor</b>	Individual and group counseling
<b>At-risk Services provided by the School Psychologist</b>	Individual and group counseling
<b>At-risk Services provided by the Social Worker</b>	Not Applicable

**At-risk Health-related Services**

Brookdale Hospital Obesity Program

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Almudsen</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>518</b>
School Name <b>KAPPA V</b>			

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

Principal <b>Dellie M Edwards</b>	Assistant Principal <b>Thomas Mullin</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yael seligman</b>	Guidance Counselor <b>Alelia Doctor</b>
Teacher/Subject Area <b>Adriana O'Hagan/FL; Data</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Samantha DeMilt /Spec Ed</b>	Parent Coordinator <b>Juanita Williams</b>
Related Service Provider <b>Mariamanna Varughese/SETSS</b>	Other <b>type here</b>
Network Leader <b>Joanne Brucella(210)</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>260</b>	Total Number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>2.31%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Our part-time, fully certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if KAPPA V would be an appropriate choice. For students assigned to our school by the DOE placement office, she meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ESL specialist, or an administrator, or the Spanish language teacher. An informal oral interview is conducted by the ESL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL specialist administers the LAB-R assessment to determine the student's eligibility to receive ESL services. If there is a first-time registrant who speaks Spanish, the Spanish LAB would be administered by a bilingual Spanish teacher.

Our fully-certified ESL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.

Our ELLs are assessed annually on the NYSESLAT exam. Our ESL specialist, Ms. Seligman, reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ESL services, and who are mandated to take the NYSESLAT. She is responsible for all aspects of the administration of the NYSESLAT, including ordering, scheduling, parent notification of testing, administration of all sub-sections (listening, reading, writing, and speaking), coordinating the writing scoring sessions, and packaging and return of test materials.

The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band: the grade 6 is administered separately from grades 7-8. Ms. Seligman administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session.

Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations, and help to guide instruction.

2. We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL based on the informal interview and the HLIS, our ESL specialist would explain to them that there are three different models of ESL instruction offered by the DOE, using DOE parent brochures and video. Parent surveys and Program Selection forms would be filled out and the information entered on ATS on the ELPC screen. The LAB-R would be administered by our ESL specialist within the first ten days of the student's attending our school.

Parents of ELLs who are enrolling in our school are informed that KAPPA V does not offer a bilingual program nor a dual language program, and that we have a part-time ESL specialist.

We offer a freestanding ESL program that combines pull-out and push-in support. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more lower level English proficiency students are interested in registering to attend KAPPA V, then changes and accommodations will be discussed and implemented in the future.

3. At the beginning of the school year, our ESL specialist Ms. Seligman drafts, prints, and distributes parent notification letters to students -- both letters of entitlement for continuing ELLs, and the occasional letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English and the parents' preferred language for school communications, using the translated versions available on the DOE website. Letters are distributed during ESL instructional times. Copies of all parent notification letters are kept in the ESL binder in the principal's office. If we have a first time registrant to NYC schools, parent surveys and program selection forms will be given to parents to complete at the time of the oral interview at intake, and copies of their parent survey and program selection form will also be kept in this binder.

4. On the first day of school in September, and periodically (at least twice monthly) throughout the school year, our ESL specialist runs ATS reports (RLER and RLAT), and consults with the pupil personnel secretary responsible for student records about new admissions to the school. Parents are informed that KAPPA V does not offer a bilingual program. (We have never had parents requesting a bilingual program. If our demographics change in the future, and families are admitted who request a bilingual program after learning about placement choices for ELLs in NYC, then we would make the necessary accommodations.) Parents are informed, in both English and in their native language using DOE translated notification letters, that their ELL child will be placed in our part time pull-out ESL program if eligible for continued ESL service. Copies of all parent notification letters, in English and the native language, are kept in the ESL binder in the Principal's office. The ESL specialist gathers class schedules from the school programmer, and in consultation with classroom teachers, creates a pull-out schedule for the three days she works in our building. As schedules change, due to school-wide adjustments and semester changes, the ESL schedule is also adjusted.

Our ELL students also meet with the ESL teacher during the 50-minute extended time tutorial session in the morning.

5/6 KAPPA V is a 'choice' school; our ELL parents have made the decision to send their children here, and understand that the only program model we offer is a parttime freestanding ESL program. In the seven years since our inception, we have never had more than six ELLs in one year. No family has ever decided not to send their child here because we do not offer either a beginning level intensive ESL program, nor a bilingual program. We have had students in self-contained special education classes who scored at a beginning level of English proficiency on the NYSESLAT exam. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the 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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							2	3	1					6
<b>Total</b>	0	0	0	0	0	0	2	3	1	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	1

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

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

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1/2/3: The ELL students at KAPPA V follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week. Instruction is provided entirely in English.

An itinerant, part-time, fully certified ESL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition to the 50 minute morning Extended Day tutorial bloc, our ELL students receive pull-out instructional time, and occasional push-in instructional time, with the ESL teacher. Students are pulled out for either individual and/or small group instruction, in order to meet the mandated minutes of ESL

## A. Programming and Scheduling Information

instruction for their proficiency level as determined on their most recent NYSESLAT. Students at beginning and intermediate levels of proficiency, who receive 360 minutes of ESL instruction weekly, are usually pulled out twice daily; students at an advanced level, who receive 180 minutes of instruction, are pulled out less frequently.

As we do not have a bilingual program, all instruction is in English. ELA instructional time is provided by students' ELA teachers. ESL instructional time is provided by our ESL specialist.

ESL instruction is focused on language development in reading, writing, speaking, and oral comprehension; general study skills; vocabulary for appropriate social interactions and classroom presentations; and content review for test preparation.

Our ESL specialist meets regularly with ELL students' content area teachers to ascertain students' needs, to offer ideas to help differentiate instruction and assessment, to respond to specific classroom situations and needs, and to discuss how she can provide content area support by reinforcing content lessons, by reviewing content material, and with test preparation.

We have only one ESL program model in our school for our few ELL students; we do not have a bilingual nor a dual language program. Classroom teachers with ELLs in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. Content area teachers provide considerable scaffolding to support ELL students, including using sheltered English, graphic organizers, cooperative learning, and specific vocabulary instruction.

4. N/A

5. Currently, we have one SIFE student, a seventh grade ELL with literacy deficiencies. Our plan for him includes specific reading support for decoding and comprehension strategies, specific writing instruction focusing on both mechanics and content, and differentiated assessment in his content area classes (eg, answering test questions orally instead of in writing.) He works at grade level in science, math, and social studies. For our ELLs who have received 4-6 years of service, the content area teachers focus on developing vocabulary skills, test taking skills, and essay writing skills. Content area teachers use Achieve 3000 in the classroom during the week to help provide differentiated literacy development.

This year, five of our six ELLs are students with IEPs. Four ELLs are in self-contained special education classes, with reading abilities below grade level. Two of these students are emerging readers, and receive support focusing on decoding and comprehension. The other students receive reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional material, and engaging in focused classwork as a basis for writing development. Our goal for them is continued progress in their demonstrated English skill levels.

One student, a long-term ELL with an advanced proficiency level, is in a CTT class, and our focus with him is continued progress in his demonstrated skill levels.

One immigrant student, with three years of service completed and an advanced proficiency level, is in a regular sixth grade class. This student has been in this country for four years, and all her academic skills are at grade level. For this student, ESL instruction includes more concentrated grammar and usage work, and ongoing vocabulary instruction and reinforcement.

Our 'newcomer' student is a special education 6th grader who has received one year of service in NY, and who received several years of English instruction in Puerto Rico. Our plan for her integrates positive behavioral reinforcement as well as specific level-appropriate English language instruction, to help her overcome her diagnosed learning and behavior challenges

6/7 Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction, frequent assessments.

Our SWD/ELLs have needs not dissimilar to what the other SWDs require: language development and support are crucial, and are part of every class lesson and professional development training. We have no ELL-SWDs whose IEPs mandate bilingual instruction.

Classroom teachers use Achieve 3000 to provide differentiated nonfiction reading instruction, and to review content material.

### 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)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

Depending on the needs of the students in a particular year/particular class, our self-contained special education classes may employ remedial reading programs, such as Wilson, to specifically support students' reading learning and progress.

## 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. Our school uses data from standardized assessments (NYS, NYC, and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need; many KAPPA students read below grade level. Our curriculum preparation includes Response to Intervention, focusing on specific reading programs for students. We have instituted small-group tutoring sessions during the school day for all students who scored 1 or 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English language readers are also helpful for ELL students.

Our school also uses Acuity to assign specific online learning assignments to all students, including our ELLs, using Acuity data to indicate which standards need reinforcement. Math, ELA, science, and social studies teachers assign Acuity lessons that students access and work on during tutorial times, and have access to during after-school hours.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments. Our ESL specialist meets regularly with ELLs' content area teachers.

All instruction in KAPPA V is in English. On some years we might have one ELL/SWD who is mandated to have a bilingual para assist them in the classroom; on those years, the para provides bilingual support interventions, working one on one.

Science and social studies teachers use both Acuity individually assigned lessons, and Achieve 3000 assigned lessons, to support ELLs in their content learning. Content area teachers rarely have an ELL in their classrooms because most of our ELLs are in self-contained special education classes.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who scored proficient on the NYSESLAT. Our ESL specialist meets with his teachers regularly to monitor his progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

10/11. For the upcoming year, we are not planning new programs, nor are we planning to discontinue any programs or services for our ELL students. The ELL population is negligible in our school, never comprising more than 2 or 3 % of the student body at the most.

12. Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all KAPPA V's extracurricular activities, including Beacon and PAL community programs. There are no special afterschool/supplemental programs offered exclusively to ELLs here because we have so few ELLs. Our ELL students are encouraged to attend afterschool and Saturday academic programs in ELA and math, that are meant to support

## 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. Our school uses data from standardized assessments (NYS, NYC, and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need; many KAPPA students read below grade level. Our curriculum preparation includes Response to Intervention, focusing on specific reading programs for students. We have instituted small-group tutoring sessions during the school day for all students who scored 1 or 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English language readers are also helpful for ELL students.

Our school also uses Acuity to assign specific online learning assignments to all students, including our ELLs, using Acuity data to indicate which standards need reinforcement. Math, ELA, science, and social studies teachers assign Acuity lessons that students access and work on during tutorial times, and have access to during after-school hours.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments. Our ESL specialist meets regularly with ELLs' content area teachers.

All instruction in KAPPA V is in English. On some years we might have one ELL/SWD who is mandated to have a bilingual para assist them in the classroom; on those years, the para provides bilingual support interventions, working one on one.

Science and social studies teachers use both Acuity individually assigned lessons, and Achieve 3000 assigned lessons, to support ELLs in their content learning. Content area teachers rarely have an ELL in their classrooms because most of our ELLs are in self-contained special education classes.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who scored proficient on the NYSESLAT. Our ESL specialist meets with his teachers regularly to monitor his progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

10/11. For the upcoming year, we are not planning new programs, nor are we planning to discontinue any programs or services for our ELL students. The ELL population is negligible in our school, never comprising more than 2 or 3 % of the student body at the most.

12. Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all KAPPA V's extracurricular activities, including Beacon and PAL community programs. There are no special afterschool/supplemental programs offered exclusively to ELLs here because we have so few ELLs. Our ELL students are encouraged to attend afterschool and Saturday academic programs in ELA and math, that are meant to support all students to reach grade-level achievements on state tests. ELL students also participate in college preparedness activities, and all field trips.

## 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?

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All instruction in KAPPA V is in English. On some years we might have one ELL/SWD who is mandated to have a bilingual para assist them in the classroom; on those years, the para provides bilingual support interventions, working one on one.

Science and social studies teachers use both Acuity individually assigned lessons, and Achieve 3000 assigned lessons, to support ELLs in their content learning. Content area teachers rarely have an ELL in their classrooms because most of our ELLs are in self-contained special education classes.

9. Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who scored proficient on the NYSESLAT. Our ESL specialist meets with his teachers regularly to monitor his progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

10/11. For the upcoming year, we are not planning new programs, nor are we planning to discontinue any programs or services for our ELL students. The ELL population is negligible in our school, never comprising more than 2 or 3 % of the student body at the most.

12. Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all KAPPA V's extracurricular activities, including Beacon and PAL community programs. There are no special afterschool/supplemental programs offered exclusively to ELLs here because we have so few ELLs. Our ELL students are encouraged to attend afterschool and Saturday academic programs in ELA and math, that are meant to support all students to reach grade-level achievements on state tests. ELL students also participate in college preparedness activities, and all field trips.

All school support structures are available to our ELLs: technology in the classrooms, media center and school library, tutoring, Saturday

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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

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.
1. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve most of our ELLs, also participate in school-wide, district, and network PD for ELLs.
2. When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. She reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language.
3. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

### 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?

Parents are surveyed at the beginning of each year, during intake and at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

We offer "Math Nights" and "Technology Nights" for parents to come to school and 'learn' what their children are learning.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via weekly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our parent coordinator communicates with parents on issues relating to school rules and procedures, such as the school uniform and scheduling. Our ESL specialist communicates with ELL families about ESL services, disability, and language development. We

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At this time, KAPPA V is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains small. This year we have six ELLs; which is the highest number we have had in the past several years. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.

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

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

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

	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
<b>FOR TBE /DL PROGRAMS:</b> 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

## 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.
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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. For all new admits to our middle school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities results, years of service, and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps guide ESL instruction in our school. Assessments for ELLs in our school are conducted individually. Classroom teachers are

## 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.

Most of our ELLs, during the first six years of our school's existence, have been students with IEPs. Often, their difficulties are not related to second language learning, but are related to their learning disabilities. Progress is hard to ascertain for struggling readers; we believe that the focused instruction and personalized attention given by our ESL specialist is helpful.

## Part VI: LAP Assurances

**School Name:** KAPPA V

**School DBN:** 23K518

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dellie M Edwards	Principal		1/1/01
Thomas Mullin	Assistant Principal		1/1/01
Juanita Williams	Parent Coordinator		1/1/01
Yael Seligman	ESL Teacher		1/1/01
	Parent		1/1/01
Adriana O'Hagan/FL;data	Teacher/Subject Area		1/1/01
Samantha DeMilt/Sp Ed	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Alelia Doctor	Guidance Counselor		1/1/01
	Network Leader		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:** 23K518

**School Name:** KAPPA V

**Cluster:** \_\_\_\_\_

**Network:**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When students register in our school, our intake team (secretary, parent coordinator, ESL specialist, administrator) reviews student information in paper and electronic form (student records; ATS reports) and conducts an informal interview with each family. During the interview, parents are asked if they have previously filled out a Home Language Identification Survey. If there is a Home Language Identification Survey in the folder, we follow the parents' request for language in which to receive school communications. If they have not filled out the HLIS, we give it to them during the interview. We have staff members who speak Spanish and Haitian Creole who are available to help translate as needed.

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.

Because Brownsville is not an immigrant destination neighborhood, it is rare that parents request a language other than English on the HLIS; we have many more English-speaking families from the Caribbean. Each year we generally have between two to four families who request Spanish, and one or two requesting Haitian-Creole. At staff meetings at the start of the school year, teachers are informed by the administration which students' families have requested translation services. During the school year, occasionally new students are admitted. If their families request translation services, those teachers are informed by the administration.

## Part B: Strategies and Activities

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

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. For KAPPA school events and notices, our staff generally translate the documents in-house, for Spanish and Haitian Creole. This year we have one Chinese student, for whose family we might need to use the DOE translation services for KAPPA notices.

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.

At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or school nurse, we have staff members who translate into Spanish and Haitian Creole when those parents attend. For our one Chinese family, we will have to contact an outside contractor, or ask for a volunteer from that family, to help translate if needed. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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>.

When families enrolling in our school request a language other than English for school communications, we provide them with a copy of the Parent's Bill of Rights in their language. Our school is one of four schools located in this building. At the main entrance security desk, there are signs posted in different languages indicating that translation services are available through the DOE, with the phone number of the translation unit.