



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: KHALIL GIBRAN INTERNATIONAL ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K592

PRINCIPAL: WINSTON HAMANN **EMAIL:** WHAMANN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BARBARA FREEMAN

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
Winston Hamann	*Principal or Designee	
Laetitia Done	*UFT Chapter Leader or Designee	
Winsome Smith-Ranger	*PA/PTA President or Designated Co-President	
Patricia Gonzalez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Terry Higinio	Member/PTA Co-President	
Joffrey L. Smith	Member/ Parent	
E-zara Irene Paul	Member/ Parent	
Nicole Steele	Member/ Parent	
Ilhem Chebout	Member/ Teacher (UFT)	
John Lacroix	Member/ Teacher (UFT)	

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

Broaden the inquiry approach from inquiry teams to include full spectrum of the professional faculty.

Inquiry based approach and shared leadership will be extended to all grade level teams with a particular focus in ensuring that 75% or more of students in all sub-groups make at least a year's progress by Spring 2012.

The extent to which teachers have gained greater knowledge and competence with respect to the inquiry method will be measured qualitatively and quantitatively. Mid-year structured teacher interviews; ongoing observation of grade-level proceedings, and grade meeting reports—will capture qualitative data as inquiry work is extended to the classroom level. Participant data will be juxtaposed with student performance data to measure the impact on improved student outcomes.

Comprehensive needs assessment

As per last year's Quality Review, one of the school's areas to improve included the distribution of leadership to build capacity for all teacher teams to use the inquiry based approach to involve student learning. Although all teachers participated in inquiry teams and understood that the research cycles with the small groups should lead to systemic change, many teachers were new to the practice and teams were of uneven quality.

Instructional strategies/activities

Weekly inquiry team grade meetings.

Broaden the focus from literacy to all content areas.

Replicate the inquiry method to review all aspects of school life including school tone, social/emotional development and problem solving.

Inquiry team strategies will be discussed in faculty meetings to maintain a school wide focus.

Built teacher leadership capacity for inquiry-based work at the New Visions Retreat in November 2011.

Strategies to increase parental involvement

- See our school's Title I Parent Involvement Policy (PIP) in pages 17-18 of this template.

Strategies for attracting Highly Qualified Teachers (HQT)

All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we phase into a High School we will continue to:

- Update our school website with current information and showcasing the academic progress, activities, and school-wide events and trips
- Conduct rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references
- Attend city-wide and network hiring fairs
- Post vacancies in college and university websites, as well as post flyers in partnering organizations.

Service and program coordination

Services and programs include Inquiry Team Spaces Online, EChalk, Talent Management Pilot, ARIS LEARN, and using Danielson framework rubrics. This will be evident by the following services and outcomes:

Inquiry Team and Grade Level meeting notes and logs.

Evidence of inquiry approach in all aspects of school life (i.e. grade team meetings, curriculum planning meetings, leadership team meetings, etc.) through observations and meeting minutes.

Evidence of identified strategies used throughout the school as discussed, evidenced and/or demonstrated in curriculum planning, cabinet meetings, meetings with talent Coach and Leadership Development Facilitator from New Visions, grade teams, teacher plans and professional discourse.

Budget and resources alignment

Funding sources include TL Fair Student Funding and Title I SWP.

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

Improve teacher effectiveness by developing a shared understanding of best instructional practices.

Comprehensive needs assessment

As per last year's Quality Review, an area that the school needs to improve on is promoting greater rigor and consistency in differentiated instruction

by aligning teacher practice and strategies to improve student work and learning. Some classrooms still conduct teacher-directed lessons and not all teachers are reflective about the school wide belief for successful student learning based on differentiation.

Instructional strategies/activities

Since we are part of the Talent Management Pilot on teachers' effectiveness, teachers will use the self-assessment tool on ARIS LEARN on the six selected components of the Danielson's rubric.

Teachers will then meet with Principal and AP to set professional development goals based on the above rubric, including the development of an aligned coherent PD plan for growth and support.

School leaders will set up and follow a schedule for regular teacher observation and feedback using the above rubric. The schedule calls for three formal/informal classroom observations between September 2011 and January 2012 and three more between February and June 2012.

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP)

Strategies for attracting Highly Qualified Teachers (HQT)

All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we phase into a High School we will continue to:

- Update our school website with current information and showcasing the academic progress, activities, and school-wide events and trips
- Conduct rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references
- Attend city-wide and network hiring fairs
- Post vacancies in college and university websites, as well as post flyers in partnering organizations.

Service and program coordination

Services and programs include Talent Management Pilot, ARIS LEARN, and using the Danielson's framework rubric. This will be evident by the following services and outcomes:

Individual professional development plans for each teacher with delineated steps for progress and movement to the next level within the teacher effectiveness continuum.

Teachers' periodic self-assessments on the selected components of the Danielson's rubric.

Formal and informal observation reports.

80% of teachers will agree that school leaders give them regular and meaningful feedback about their teaching practices evidenced by school survey

responses and one-on-one conversations.

Budget and resources alignment

Funding sources include TL Fair Student Funding; Contract for Excellence; TL Children First Network Support and Title I SWP.

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

Students will show progress in using evidence to support arguments in both Literacy and Math.

Teachers will develop a Common Core-aligned unit of study and accompanied standards-based performance task and rubric aligned to the citywide instructional expectations in literacy and mathematics.

80% of all students will effectively use evidence to support arguments in both ELA and Math.

Comprehensive needs assessment

Last year's State tests results showed very little improvement in ELA compared to the year before. In addition, through our grade meetings and inquiry work we noticed that writing skills across the grades need to improve in order for our students to transcribe their thinking more effectively.

Instructional strategies/activities

Teachers will develop specific lessons that incorporate oral and written skills needed for providing evidence to support arguments.

Teachers meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim.

Teachers meet bi-weekly in grade teams to develop a rubric to assess the use of evidence to support a claim.

Strategies to increase parental involvement

See Title I Parent Involvement Policy (PIP)

Strategies for attracting Highly Qualified Teachers (HQT)

All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we phase into a High School we will continue to:

Update our school website with current information and showcasing the academic progress, activities, and school-wide events and trips

Conduct rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references

Attend city-wide and network hiring fairs

Post vacancies in college and university websites, as well as post flyers in partnering organizations.

Service and program coordination

Services and programs include Talent Management Pilot, ARIS LEARN, Common Core Standard Professional Development from DOE, Common Core Standard Professional Development In-House, and using Danielson framework rubrics. This will be evident by the following services and outcomes:

80% of students move up at least one level in the “use evidence” area of the rubric developed by teachers (pre-assessment to post-assessment).

Teacher-developed unit of study is aligned to the Common Core, including performance tasks, activities, and rubrics.

Budget and resources alignment

Funding sources include Title I SWP and TL Fair Student Funding.

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

Improve academic performance in ELA in all grades (7 & 8)

Students in grades 7 and 8 will demonstrate one year's growth and will demonstrate improvement in grade level performance on the NYS ELA assessment in Spring 2012.

90% Students with disabilities (SWD) with modified promotional criteria IEP will meet their IEP ELA goals as evidenced by NYS ELA results, Interim Assessments and Performance Tasks.

25% General Education students in Grade 7 and 20% General Education students in Grade 8 will demonstrate grade level achievement in ELA as measured by NYS ELA results, Interim Assessments and Performance Tasks.

80% General Education students in Grades 7 and 8 will demonstrate one year growth or more as measured by NYS ELA and/or Interim Assessments and Performance Tasks.

Comprehensive needs assessment

Last year's ELA State test results showed that only 20% of our current 7th graders scored at level 3 and above, and only 12% of our current 8th graders scored at level 3 and above, therefore we establish this to be our greatest academic need and our major academic goal for improvement.

Instructional strategies/activities

Gather and analyze data on student progress via Acuity, Performance task and teacher-made assessments.

Meet weekly with teacher teams to analyze data and identify next steps for meeting students' needs. Student work will be analyzed and a portfolio will be maintained for each student with identified subject goals.

Provide regular PD (Principal, AP and Talent Coach) in analyzing literacy data and follow up / implementation of new/improved instructional practices.

Provide regular professional development for the implementation of the DOE Instructional Expectations around the CCSS.

Implement refined CCSS grade level rubrics for literacy (argument writing) across the subject areas.

Identify and implement programs to support literacy teaching strategies.

Review ELA related IEP goals to ensure that all students are challenged to their highest potential.

Regular monitoring of differentiation practices.

Implement use of technology to support academic progress.

Strategies to increase parental involvement

- See our school's Title I Parent Involvement Policy (PIP) in pages 17-18.

Strategies for attracting Highly Qualified Teachers (HQT)

All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we phase into a High School we will continue to:

- Update our school website with current information and showcasing the academic progress, activities, and school-wide events and trips
- Conduct rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references
- Attend city-wide and network hiring fairs
- Post vacancies in college and university websites, as well as post flyers in partnering organizations.

Service and program coordination

Services and programs include Talent Management Pilot, Inquiry Teams, ARIS LEARN, Common Core Standard Professional Development, and using Danielson framework rubrics. This will be evident by the following services and outcomes:

Principal and AP Talent Management logs and feedback sheets.

Review of reading and writing levels.

Review of student work.

Review of teachers plans and data binders.

Review results of teacher-made assessments.

End of unit review of students' published written work.

Data review—review of ELA NYS and Acuity assessment results, and follow up / implementation of new/improved instructional practices.

Regular formal and informal observations by Principal and AP.

Budget and resources alignment

Funding sources include Title I 5% PD, Title I SWP and TL Fair Student Funding.

ANNUAL GOAL #5 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 #5

Increase in parental participation in the life of the school.

Expansion of opportunities to facilitate increase in parent involvement by Spring 2012.

By June 2012 there will be a visible increase of at least 30% in the amount of opportunities offered and the corresponding participation of parents in meaningful involvement activities in the school community as evidenced by increased school-home communications and positive and consistent interactions.

Comprehensive needs assessment

As per last year's Quality Review, our goal includes expanding opportunities for parents and families to engage in decision making to promote their meaningful involvement and leadership in the school community.

Instructional strategies/activities

School hired an Arabic speaking parent coordinator.

Monthly PTA meetings have been scheduled for the year.

Regular community events had been confirmed for the year, including Parent-Teacher Conferences, International Day and Career Day.

Regular parent workshops are being scheduled by the parent coordinator.

Additional workshops for families based on survey results and need.

Parents will be encouraged to use our website more often and Datacation as well.

Use of phone messenger, mailings, and email to communicate with families about school events and students' academic progress.

Regular monthly calendar of all school related events will be sent with students and will be uploaded to our website.

Strategies to increase parental involvement

See Page 13: Activities and strategies, and PIP in pages 17-18 of this template.

Strategies for attracting Highly Qualified Teachers (HQT)

All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we phase into a High School we will continue to:

- Update our school website with current information and showcasing the academic progress, activities, and school-wide events and trips
- Conduct rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references
- Attend city-wide and network hiring fairs
- Post vacancies in college and university websites, as well as post flyers in partnering organizations.

Service and program coordination

Services and programs include, ARIS Parent Link, EChalk, Skedula - Datacation. This will be evident by the following services and outcomes:

- Parent coordinator logs
- Sign in attendance sheets to any school meeting/event attended by parents
- Regular monthly review of parent level of participation in school related events by Principal, AP and Parent Coordinator

Budget and resources alignment

Funding sources include TL Parent Coordinator and TL Fair Student Funding.

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								
7	8	5	5	8	10	4	0	0
8	8	5	5	8	10	4	0	0
9								
10								
11								
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	Small group instruction; Achieve 3000 for AIS students, one on one tutoring, AIS teachers to pull-out or push-in; Ramp Up for Literacy; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning
Mathematics	Small group instruction; AIS teachers to pull-out or push-in; Math centers and student manipulatives; Remedial math instruction; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning
Science	Small group instruction; AIS teachers to pull-out or push-in; Math centers and student manipulatives; Remedial math instruction; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning
Social Studies	Small group instruction; Achieve 3000 for AIS students, one on one tutoring, AIS teachers to pull-out or push-in; Ramp Up for Literacy; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning
At-risk Services provided by the Guidance Counselor	Small group instruction; one on one conferences; meeting groups; goal setting for academics and behavior; promote teambuilding activities; Participating in school-wide events
At-risk Services provided by the School Psychologist	One on one conferences; meeting groups; goal setting for academics and behavior
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**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)

- I. Our school is in compliance with the Title I/PCEN mandates, and has implemented a parent involvement policy strengthening the link between the school and the community. Our policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

- II. The policy encompasses all parents including parents of English Language Learners and special needs students.

- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the School KGIA Parent Involvement Policy, KGIA PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School KGIA will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association provide technical support when needed.
- Maintain parent coordinator Title I funds to serve as liaison between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

K.G.I.A. will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through the Learning Leaders program
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.
- Providing workshops for parents on curriculum and instruction
- Maintaining communication with parents through monthly newsletters, calendars, "messenger" regular phone messages, updated school website (www.teachingandlearning.net) and informational letters.

The parent strategies that will increase parental involvement and support our goals also include:

- School hiring of an Arabic speaking parent coordinator.
- Monthly PTA and SLT meetings have been scheduled for the year. Parents will be invited and encouraged to attend these meetings to keep abreast with the events and programs the school are offering.
- Regular community events had been confirmed for the year, including monthly assemblies, parent-teacher conferences, international day and career day.
- Regular parent workshops scheduled by the parent coordinator and also "academic" presentations by teaching staff to give parents strategies to help/motivate their children academically.
- Additional workshops for families based on survey results and need.
- Parents will be encouraged to use our website more often and "Datacation" as well.
- Use of phone messenger, mailings, and email to communicate with families about school events and students' academic progress.
- Regular monthly calendar of all school related events will be sent with students, it will be uploaded to our website and the information will also be disseminated via our "messenger" phone system.

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado Alexis Penzell	District 13	Borough Brooklyn	School Number 592
School Name Khalil Gibran International Academy			

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

Principal Winston Hamann	Assistant Principal Maria Huliaris
Coach type here	Coach type here
ESL Teacher Nora Nestor	Guidance Counselor Patricia Gonzalez
Teacher/Subject Area Dania Ghadban / ELA	Parent type here
Teacher/Subject Area Ilhem Chebout / Foreign Lang.	Parent Coordinator Irene Moussa
Related Service Provider type here	Other ELL Coordinator: Nora Nestor
Network Leader Alexis Penzell	Other type here

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	0	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	77	Total Number of ELLs	15	ELLs as share of total student population (%)	19.48%
------------------------------------	-----------	----------------------	-----------	---	---------------

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. 

At Khalil Gibran International Academy we currently serve a population of 77 students, 15 of which are English Language Learners. At our school English language learners are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher or another licensed pedagogue administer the Home Language questionnaire to determine if the student's home language is English. If the student's home language is not English an informal interview is conducted in the home language and English. If it is determined that the student speaks a language other than English and that he/she speaks little or no English, the ESL teacher will assess him with the LAB-R. If the student scores at the proficient level on the LAB-R test he/she will enter the general education program. Otherwise he/she will be placed in a program for limited English proficient students. The pedagogues administering the LAB-R are Nora Nestor, ESL bilingual teacher in Arabic; Ilhem Chebout and Dania Ghadban, bilingual teachers in Arabic; Patricia Gonzalez, bilingual counselor in Spanish and Maria Huliaris, AP and bilingual in Greek.

All our English Language learners are evaluated every year with the NYSESLAT. After we select dates for administration that falls within the State testing period, we send a letter to parents to notify them of the test. The ESL teacher administers the Listening, Reading, and Writing areas of the test to groups of students in three sessions according to their grade span. Students are given as much time as needed to complete the test as long as they are actively involved. We follow all rules regarding testing accommodations and test security as prescribed by the appropriate testing memorandums. We use the RFLG and RLAT reports to determine students who are eligible. We also look at the results of the NYSESLAT by running the REXH report.

A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These sessions are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided and the information video is viewed by the parents in the language of their choice. In addition, the ESL teacher (with the assistance of a bilingual staff member if necessary) offers additional counsel to parents in their native language in order to clarify the information and to ensure that parents understand their transfer right. Also, the ESL teacher or our bilingual parent coordinator conducts any necessary follow-up to ensure program selection and other forms are returned.

An examination of the parent choice surveys from the past three years show that four of five parents who have children eligible for ESL services chooses to have their children in a freestanding ESL program. One parent chose to have their child in a bilingual program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program. At this time we have no current parent requests suggesting a different program than the one we currently have.

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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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								3	3					6
Total	0	0	0	0	0	0	0	3	3	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	1
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10		1	2			2			14
Total	10	0	1	2	0	0	2	0	0	14

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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									1					1
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								10	3					13
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	10	5	0	0	0	0	15

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Our ESL student population is served by one part time ESL teacher who is not certified using a combine push-in and pull-out model to ensure maximum efficiency and to comply with the mandated service minutes required for each language proficiency level. As specified under CR Part 154, all our beginning and intermediate level English language learners receive 360 minutes of ESL instruction per week. Our advance students receive the prescribe 180 minutes per week. Students are permitted to use their native language with the teacher, para-professionals and/or peers to express understanding and ask for clarification. In most cases bilingual "buddy" students are assigned to newcomer ELLs to help with translation of directions and expectations in the mainstream classroom. In addition, "beginners" ELLs receive three additional periods of ESL instruction solely based on language acquisition and familiarization with vocabulary.

We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup.

Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques. In addition to these supports newcomers also receive extra attention through after school programs, access to literacy technology (including Achieve 3000, books on tape, etc) and additional academic intervention if needed.

Long term ELLs as well as those receiving service for 4 to 6 years, are served under the belief that each student progress at his/her own rate through the language acquisition process. We use a Response to Intervention (RTI) approach to provide high quality intervention that matches each student's needs. Our primary goal with these subgroups is to develop CALP so that they can achieve mastery of reading, writing, listening, and speaking skills for application in the academic content areas.

At our school only one of our ELLs have an Individualized Education Plan (IEP). This student is in an inclusion class . This student receives individualized instruction from his classroom teacher and the special education teacher and the ESL teacher supports him in a push-in model and they also pull him out. In order for this student to spend the maximum amount of time with non-disabled peers, he

A. Programming and Scheduling Information

follows the schedule of a regular general education class.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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

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%	Page 28
75%	
50%	
25%	

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?

An analysis of performance data on the New York State tests in ELA, math and science was done to determine the needs of our ELLs' in these areas. This past year, the majority of our ELLs' scored a two on the state ELA and math tests. We especially believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including specifically word problem strategies and math vocabulary will be provided. Additional instructional materials used to support our English Language Learners in ELA include the Achieve 3000 web based program, the LeapTrack Reading Pro by LeapFrog, "Sourcebook" from Houghton Mifflin, and Rigby Great Strides.

As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and our after school programs. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge. Teachers use tools such as graphic organizers and other scaffolding techniques learned at our in-house staff development sessions. Our school also offers ELLs an opportunity at hands-on learning experiences through their project-based work and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. In addition and if the student has an IEP, testing accommodations do continue, particularly separate location, glossary and re-reading the questions.

At K.G.I.A, the ELL population is given equal access to all programs. English Language Learners are invited to participate in our after school and Saturday programs. They are also invited to participate in supplementary school sessions that may take place during the winter and spring breaks, all funded by Title I and Fair Student Funding sources. ELLs are also part of any schoolwide events such as our "International Food Festival", career day and our regular monthly assemblies.

Native language support is delivered through the use of bilingual dictionaries and by grouping students with a bilingual "buddy". The ESL teacher provide support as needed in the student's native language. The services, support and resources we provide our ELLs at K.G.I.A. matches the student age, grade and proficiency levels. We assess students and then differentiate their groupings.

Instructional materials used to support ELLs and SWD include whiteboards; dry-erase markers; wipe-off sentence strips; lap tops, manipulatives, PCs and differentiated books as well as materials in native language such as CDs, magazines; leveled libraries and core curriculum textbooks.

We do not offer language electives to ELLs at this time.

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)?

N/A

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.

Our Monthly on-site staff professional development throughout the year is another opportunity for all teachers to receive training geared toward the specific needs of our ELL population. In addition, the part-time ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. The part-time ESL teacher offers support and suggestions to classroom teachers on a needed basis, and turn keys information obtained from professional development and conferences she attends. All personnel are invited to participate in these PD meetings.

In order to support staff to assist ELLs as they transition from middle to high school, we offer PD on group work modifying and differentiating lessons and on transition challenges including parents as partners.

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?

The parent involvement activities in our school include the parents of ELL students by including them in the joint development of school-level parent involvement plans. This is done through regularly scheduled School Leadership Team meetings and PTA meetings, monthly assemblies, parent workshops and regular meetings and availability of our bilingual (Arabic) Parent Coordinator. The school partners with the Arab American Family Support Center, our long time CBO, to provide services to families of ELLs. ELL teacher is also in the process of scheduling parent workshops to share strategies with parents and help assess their needs accordingly.

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)								3	2					5
Intermediate(I)								7	3					10
Advanced (A)														0
Total	0	0	0	0	0	0	0	10	5	0	0	0	0	15

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	3	4	3	0	10
8	1	4	0	0	5
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	1		6		3		0		10
8	1		2		2		0		5
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
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

English language learners at K.G.I.A. are assess using ELL periodic tests, teachers running records, students’ interviews and observation. All these tools are use to inform our teaching. The data show that the overwhelming majority of ELLs have difficulties in the reading/writing modalities. Specifically, our students have problems with critical analysis areas. Not only does this affects their reading, but also has great impact on their ability to write creatively. Our students experienced a hard time particularly answering all the questions in the LAB-R.

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: Khalil Gibran Inter. Academy		School DBN: 13K592	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winston Hamann	Principal		11/30/11
Maria Huliaris	Assistant Principal		11/30/11
Irene Moussa	Parent Coordinator		11/30/11
Nora Farid-Nestor	ESL Teacher		11/30/11
	Parent		
Dania Ghadban	Teacher/Subject Area		11/30/11
Ilhem Chebout	Teacher/Subject Area		11/30/11
	Coach		
	Coach		
Patricia Gonzalez	Guidance Counselor		11/30/11
Alexis Penzell	Network Leader		11/30/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K592 **School Name:** Khalil Gibran International Academy

Cluster: 5 **Network:** 563

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.

We use the Home Language Survey Form to assess students' written translation and oral interpretation needs. A survey is sent to the parents to inform us of their interpretation needs (either written, oral, or both). After determining their needs, we use both in-house and outside translators for our major languages: Arabic and Spanish.

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.

Looking at the Interpretation Needs Survey, we discovered that four of our families need Spanish translation and six of our families need Arabic translations. Findings were reported to the school community at Instructional Roundtable, Parent workshops, PTA meetings, School Leadership Team meetings, and Faculty Conferences.

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.

In order to communicate effectively with the parents of ELLs, we will continue to send home notices to parents in their native language, when available. Full translations or attached blurbs on parent communiqués are used to keep parents informed. Oral and written translation in Spanish and Arabic is provided by our in-house staff to ensure timely provision of documents. Parents will continue to be apprised of events through our monthly calendar, monthly newsletter, daily update of the Parent bulletin board and regular updates of our website (www.teachingandlearning.net).

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house personnel. We have teachers and other staff (Principal, AP, counselor, parent coordinator and school secretary) who speak the native languages that are needed. These staff members will continue to be available for conferences (both in-person and phone), workshops meetings, and Open School Nights to enable parents to be helpful in their child's education.

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>.

KGIA will continue to fulfill this regulation by determining within thirty days of a student's enrollment the primary language spoken by the parent of the each student. If such language is not English, it is determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS as well as on the students' Emergency Card.

We will provide timely provision of translated documents through our existing translating services. During one-on-one meetings when needed, we will provide translation services by our in-house staff. In addition we have sent home the Parent's Bill of Rights and have made parents aware of our translation and interpretation services, including posting the interpretation notice signs in the main office and the parent coordinator's office.

