



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** KAPPA VII \_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K596

**PRINCIPAL :**LISA REITER      **EMAIL:** LREITER2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**      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
Lisa Reiter	*Principal or Designee	
Charles DeGregorio	*UFT Chapter Leader or Designee	
Shelia LeTeng	*PA/PTA President or Designated Co-President	
Ronald Harris	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Kyle Richardson	CBO Representative, if applicable	
William Pulice	Member/	
Geoffrey Bryson	Member/	
Spencer Saxon	Member/	
Thabani Leon	Member/	
	Member/	
	Member/	
	Member/	

## **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**

- **By June 2012 we will increase the number of students at proficiency (Level 3 and Level 4) in ELA as measured by the NYS ELA exam by 5% points.**

### **Comprehensive needs assessment**

Currently only 10.1% of our students are proficient in reading and writing as measured by the NYS ELA exam as noted in the Progress Report. School does not have a current Quality Review to use as data.

### **Instructional strategies/activities**

- Work with administration and teachers to identify students and analyze data for this sub-group.
- Improve the use of data to target instruction from Teacher's College Reading and Writing Assessments, Acuity Periodic Assessments, and formative and summative testing across the subject areas.
- AIS Coordinator and Data Specialist will collaborate to analyze all data and create flexible AIS and 37.5 minute groups based on student need.
- Reinstate 37.5 minutes to provided targeted small group instruction
- Purchase Kaplan Foundations to support 37.5 minutes
- Provide professional development (Depth of Knowledge Tasks, Danielson, and CCLS) on the effective development of lessons created based on student work and class assessments
- Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments, and New Visions data tools.
- Ensure that baseline assessments are administered by October 19<sup>th</sup>, 2011.
- Work with administration, teachers, and data specialist to analyze baseline assessments to set student goals.
- Meeting of professional learning teams during the school day, three times a week, to examine student work and best teacher practices
- Include 100% of staff on an inquiry team.
- Work with schools teams on developing the inquiry process.
- Provide afterschool tutoring
- Students will complete assignments in Acuity based Periodic Assessment test results.
- Invite parents to Acuity awareness workshops to help parents support their child in completing Acuity assignments.

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

- Parents will be invited to attend parent workshops designed to increase awareness around ELA strategies and methods they can use to support their child's reading and writing growth.
- Parents will be invited to attend Family Literacy Night/Day with a focus on strategies parents can use to assist students in improving reading and writing proficiency.
- Provide mini-conferences/workshops designed for parent/student learning (weekend field trips centered around real-world connections to in-class work)
- Distribution of a Parent Participation Survey to target parent workshops to students' needs and parents' interests
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**Strategies for attracting Highly Qualified Teachers (HQT)**

- Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments, and New Visions data tools.
- Utilize New Visions Teacher Tracker to fill vacancies.
- Have teacher's attend professional development provided by New Visions, Teaching Matters, Teachers College Reading and Writing Project, and Educhange. In addition to onsite coaching and ongoing targeted professional development.

**Service and program coordination**

- Coordinate with SASF to provide an academically rich afterschool program.

**Budget and resources alignment**

- Title 1 5% Highly Qualified used to purchase consulting services of Educhange
- Title 1 SWP : Used to fund afterschool tutoring program
- Teacher schedule designed to allow for common planning time and professional learning teams during the school day
- ARRA: City-wide Inst. Exp.: funds inquiry work and Common Core Learning Standard work
- Assistant Principals teach a section of social studies to support nonfiction reading and writing.
- Purchased additional nonfiction reading materials
- Classroom libraries purchased for all ELA classrooms.

**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**

- By June 2012, we will improve student progress in ELA as measured by the NYS ELA exam by 10% points.

**Comprehensive needs assessment**

- According to the Median Adjusted Growth Percentile on the Progress Report no growth was made in relation to peer and city schools. We do not have a current quality review to add to the data supporting this statement.

**Instructional strategies/activities**

- Work with administration and teachers to identify students and analyze data for this sub-group.
- Improve the use of data to target instruction by examining student work during PLTs, Inquiry Team meetings and grade/department team meetings.
- Reinstate 37.5 minutes to provided targeted small group instruction  
AIS Coordinator and Data Specialist will collaborate to analyze all data and create flexible AIS and 37.5 minute groups based on student need.
- Purchase Kaplan Foundations to support ELA during 37.5 minutes
- Provide professional development on the effective development of lessons created based on student work and class assessments

- Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments, and New Visions data tools.
- Ensure that baseline assessments are administered by October 19<sup>th</sup>, 2011.
- Work with administration, teachers, and data specialist to analyze baseline assessments to set student goals.
- Include 100% of staff on an inquiry team.
- Work with schools teams on developing the inquiry process.
- Identify students who are in jeopardy of failing ELA classes and create intervention plans that are shared with families.
- Implement an Afterschool program to support the lowest third.
- Provide professional development through New Visions on the CCLS and implementing rigorous tasks based on DOK

**Strategies to increase parental involvement**

- Parents will be invited to attend parent workshops designed to increase awareness around ELA strategies and methods they can use to support their child’s reading and writing growth.
- Intervention plans for students in danger of failing will be shared with families and workshops will be offered to support parental involvement in the intervention plans.

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

- Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments, and New Visions data tools.
- Utilize New Visions Teacher Tracker to fill vacancies.
- Have teacher’s attend professional development provided by New Visions and Educhange.

**Service and program coordination**

- Coordinate with SASF to provide an academically rich afterschool program.
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**Budget and resources alignment**

- Title 1 5% Highly Qualified used to purchase consulting services of Educhange
- Title 1 SWP : Used to fund afterschool tutoring program
- Teacher schedule designed to allow for common planning time and professional learning teams during the school day
- ARRA: City-wide Inst. Exp.: funds inquiry work and Common Core Learning Standard work
- Assistant Principals teach a section of social studies to support nonfiction reading and writing.
- Purchased additional nonfiction reading materials
- Classroom libraries purchased for all ELA classrooms

### 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**

By June 2012, we will increase the percentage of students at proficiency (Level 3 or 4) as measured by the NYS Math Exam by 5% points

- **Current Mathematics:** 17.6%      **Target Mathematics:** 22.6%

#### **Comprehensive needs assessment**

- According to the Progress Report only 17.6% of students at KAPPA VII are performing at Level 3 or Level 4 on the math exam. We do not have a current quality review to add to the data of this needs assessment.

#### ▪ **Instructional strategies/activities**

- Work with administration and teachers to identify students and analyze data for this sub-group.
- Improve the use of data data from Acuity Periodic Assessments and formative and summative assessments in content areas to target instruction by examining student work during PLTs, Inquiry Team meetings, new teacher meetings and grade/department team meetings.
- AIS Coordinator and Data Specialist will collaborate to analyze all data and create flexible AIS and 37.5 minute groups based on student need.
- Reinstate 37.5 minutes to provided targeted small group instruction
- Purchase Kaplan Foundations to support mathematics during 37.5 minutes
- Meeting of professional learning teams during the school day, three times a week, to examine student work and best teacher practices
- Provide professional development on the effective development of lessons created based on student work and class assessments
- Facilitate professional development on the use of Acuity, RTI Math Grant Workshop Series, teacher-created assessments, and New Visions data tools.
- Ensure that baseline assessments are administered by October 19<sup>th</sup>, 2011.
- Work with administration, teachers, and data specialist to analyze baseline assessments to set student goals.
- Include 100% of staff on an inquiry team.
- Work with schools teams on developing the inquiry process.
- Identify students who are in jeopardy of failing math classes and create intervention plans that are shared with families.
- Implement an Afterschool program to support the lowest third (Kahn Academy, Acuity assignments based on areas for growth).
- Provide professional development through New Visions on the CCLS and implementing rigorous tasks based on DOK, Title IIB Math Grant Professional Development at Hunter College
- Students will complete assignments in Acuity based Periodic Assessment test results.
- Invite parents to Acuity awareness workshops to help parents support their child in completing Acuity assignments.
- *Create Mathematics or Robotics Club bridging math science and technology*

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

- Parents will be invited to attend parent workshops designed to increase awareness around math strategies and methods they can use to support their child's growth.
- Intervention plans for students in danger of failing will be shared with families and workshops will be offered to support parental involvement in the intervention plans.
- Online Grade book and resource tool for parents and students (Datacation)

- Parents will be invited to attend Family Math Night/Day with a focus on strategies parents can use to assist students in becoming proficient in numeracy and problem solving.

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

- Facilitate professional development on the use of Acuity, , teacher-created assessments, and New Visions data tools.
- Utilize New Visions Teacher Tracker to fill vacancies.
- Have teacher's attend professional development provided by New Visions and Educhange.
- Teachers attend RTI Title IIB STEM Grant PDs offered through Hunters College.

**Service and program coordination**

- Coordinate with SASF to provide an academically rich afterschool program.
- Mathematics teacher works in the after school program supporting students individually and in groups.

**Budget and resources alignment**

- Title 1 5% Highly Qualified used to purchase consulting services of Educhange
- Title 1 SWP : Used to fund afterschool tutoring program
- Teacher schedule designed to allow for common planning time and professional learning teams during the school day
- ARRA: City-wide Inst. Exp.: funds inquiry work and Common Core Learning Standard work
- Schedule allows for math periods to be double blocked to increase the amount of time students spend engaged in mathematics.



**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>	24	19	0	0	0	0	5	0
<b>7</b>	35	34	0	0	0	0	2	0
<b>8</b>	44	37	0	0	0	0	10	0
<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.).

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Kaplan Foundations-small group instruction Additional small group instruction
<b>Mathematics</b>	Kaplan Foundations-small group instruction Additional small group instruction
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Counseling 1:1 Small group
<b>At-risk Services provided by the School Psychologist</b>	Counseling 1:1 Small group
<b>At-risk Services provided by the Social Worker</b>	

<b>At-risk Health-related Services</b>	
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**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.

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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;

KAPPA VII'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;

KAPPA VII 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***

KAPPA VII, 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:**13K596

**School Name:** \_\_KAPPA VII\_\_\_\_\_

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our findings indicate the issues that lead to ELA Improvement are:

- Lack of resources in the classrooms. Classrooms were void of literature for the students to read. Both ELA and Content areas use text books and did not have classrooms libraries so students were not given the opportunity to practice reading non-fiction
- Teacher quality: Teachers have not been properly trained to use the workshop model or to support students' literacy skills in all content areas. Teachers also need support in how to move readers and writers to the next level. Teachers also struggle with behavior management of students in the classroom which leads to reduced time on task for students.
- Students lack stamina to read and write for long periods of time and teachers lack the skills necessary to motivate students in this area.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Weekly Inquiry Team Meetings: Planned and supported by administration. Teachers will analyze student work and create targeted plans to increase performance in reading and writing.
  - Purchase the services of EduChange to support teacher development in using the workshop model and academic vocabulary.
  - 50 minute-small group instruction three times a week. Groups are based on student levels and skills.
  - Purchase Kaplan Foundations to support small group instruction.
  - Hire an F-Status ESL teacher to support ELL's development in English
  - Purchase classroom libraries and nonfiction libraries
  - Teachers will participate in CCLS/Performance tasks through New Visions
  - Offer afterschool tutoring from March-May to support students on the NY State Exam
  - Purchase NY Ready Test Prep materials

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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - Purchase the services of EduChange to support teacher development
  - Assistant Principal responsible for professional development in Inquiry work

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

All new teachers or teachers in danger of being U-Rated are paired with a mentor. Mentors meet with their mentees on a weekly basis and support them in developing rigorous lessons, behavior management strategies, analyzing data, and creating performance tasks.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive a letter explaining the school's status. We will also invite parents to a meeting to explain the school's status and answer any questions they may have regarding the SINI status.

**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>Debra Madonado/Alexis Penzell</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>596</b>
School Name <b>Knowledge and Power Preparatory Academy</b>			

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

Principal <b>Lisa Reiter</b>	Assistant Principal <b>Rhenaye Hornsby, Amy Rodriguez</b>
Coach	Coach
ESL Teacher <b>Jessica Lee</b>	Guidance Counselor <b>Eton Bent</b>
Teacher/Subject Area <b>Factor, Brown-Washington/ELA</b>	Parent
Teacher/Subject Area <b>C. Dorschuck, K. Massamba/Math</b>	Parent Coordinator <b>Kathleen Green</b>
Related Service Provider <b>Jeanette Gonzalez/ICT</b>	Other <b>type here</b>
Network Leader <b>Alexis Penzell</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>1</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>155</b>	Total Number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>13.55%</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. Parents enrolling students into the school begin the registration process within the main office. Based upon the initial intake interview, the pupil accounting secretary, guidance counselor, or assistant principal identifies whether enrolling students are new to the country, new to the NYC school system, or previously received ESL services in another school. Parents who need oral translation services are provided by staff volunteers. Teachers Jeanette Gonzalez, Borris James, and Charlie Dorschuck can accommodate parents who speak Spanish. Teachers Brook Taunton and Borris James can also accommodate parents in German. Teacher Borris James can also translate for parents in Japanese and French. Teacher Ved Malhotra can provide translation services for parents in Hindi, Punjabi, and Urdu. Parents who need translation assistance in other languages are able to submit a request for oral translation, and services will be provided by the school. Students new to the NYC school system are administered the HLIS survey by the ESL teacher, ESL guidance counselor or Assistant Principal. Based on the results of that interview, students will be administered the Language Assessment Battery within 10 days of student enrollment. Based on this score, a student may be placed in ESL classes. Spanish speaking students are offered to take the LAB-R in Spanish, as well as English. Prior to school's commencement, the ESL teacher and guidance counselor and the Assistant Principal of ESL review students' scores on the NYSESLAT and program students for the appropriate number of ESL courses. Students who have been designated "Beginner" receive three ESL classes; those who score "Intermediate" receive two classes; and those who score "Advanced" are programmed for one ESL class. Students who score "Proficient" may be given a support class, designed to help them to improve their reading and writing skills in preparation for college. Students identified as ELLs, new admits and previously designated, are administered the NYSESLAT every spring. Reports run in ATS ensure all students are identified as ELLs, who have not received a "Proficient" score are testing according to NYS mandates. Because we are a small school, an Assistant Principal, Parent Coordinator, and ESL teacher collaborate in reviewing the REXM (exam history report in ATS), going student by student to ensure all ELLs are appropriately identified and given the NYSESLAT. Any students not designated as an ELL who need to be are reported to the Pupil Accounting Secretary, who makes changes in ATS. The Data Specialist also ensures that this information is up-to-date and accurate in ATS. Teachers administering the NYSESLAT are required to attend trainings from the Office of Accountability, or are given professional development by the Assistant Principal in NYSESLAT testing procedures. Sixth grade students are administered the NYSESLAT for Level 5-6. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 6<sup>th</sup> grade ELLs by the ESL teacher. Seventh and eighth grade students are administered the NYSESLAT for Level 7-8. The sections for Reading, Writing, and Listening are administered to the whole group (Beginners, Intermediate, and Advanced levels) of 7<sup>th</sup> and 8<sup>th</sup> grade ELLs by the ESL teacher. The Speaking section of the NYSESLAT, for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders is administered to each student, independently.

2. For parents who selected to enroll their students into our school, prior to the beginning of the school year, parents are invited to the Parent Orientation, are advised of the ELL programs available at our school and of the programs available at other schools in our district. Parents who do not respond to invitations to our ELL Parent Orientation are contacted in their native language by phone (through DOE translation services) by the Parent Coordinator. When parents who do not attend a ELL Parent Orientation, or do not respond to telephone outreach in parents' native language, the school Family Worker conducts a home visit, carrying pamphlets from the EPIC toolkit in parents' native language, explaining the differences between Bilingual, Dual-Language, and Freestanding ESL programs. Parents are advised that our school currently only offers a Freestanding ESL program, and of the schools that offer alternative

- programs. given pamphlets in their native language (from the EPIC toolkit) that describe the different program choices.
- Entitlement letters, in both English and in students' home language, are distributed through ESL classes for students who are entitled, and through the Assistant Principal and Parent Coordinator for students who are not. The Pupil Accounting Secretary, Parent Coordinator, Guidance Counselor, and Assistant Principal collaborate to ensure letters are distributed and collected. Parent survey and program selection forms are distributed at intake and during Parent Orientation. Parents who do not attend are contacted by the Parent Coordinator. For those parents who do not respond to the initial outreach from the Parent Coordinator, the Family Worker is also available to conduct a home visit with staff volunteer who speaks the parents' home language, to follow up and ensure timely collection.
  - Upon completion of the LAB-R, parents are notified of their child's placement via letter, sent out by the Pupil Accounting Secretary, Guidance Counselor, or Parent Coordinator. A student's placement, as well as the additional options available throughout the district is also included in the letter. For students who have already been administered the LAB-R, they are placed in our ESL program based on NYSESLAT scores and in consultation with the ESL teacher, ESL guidance counselor and parents. Entitlement and placement letters are also kept in students' files, in the main office. The ESL teacher also receives a copy for her own files.
  - Most parents choose Freestanding ESL, which is currently the only program available at our school. Parents who wish to place their children in transitional bilingual or dual language programs are advised of other schools in the district that have these programs available in the parents' native language.
  - The program models are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

**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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	2	0					2
<b>Push-In</b>							4	7	8					19
<b>Total</b>	0	0	0	0	0	0	4	9	8	0	0	0	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	7	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	0	8	0	2	0	0	0	19
Total	11	0	0	8	0	2	0	0	0	19

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
<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	EP	EL	EP																	
Spanish														0	0					0	0
Chinese														0	0					0	0
Russian														0	0					0	0

**Dual Language (ELLs/EPs)  
K-8**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

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	7	5					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French									2					0
Korean														0
Punjabi														0
Polish														0

## 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
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>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</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?

#### 1a. Pull out Model

#### 1b. Homogeneous by proficiency level

2. We employ an F-status, dedicated ESL teacher, who pulls out students in homogeneous groupings, meeting the mandated minutes required by the state to meet students' needs, dependent upon proficiency levels.
  - a. Beginning and Intermediate students are provided respectively for at least 360 minutes a week, while Advanced students are pulled out and provided ESL support for at least 180 minutes per week.
3. Content areas as well as ESL supports are delivered in English. Content area teachers confer with ESL teacher and bilingual grade advisor to discuss student progress. Content teachers regularly meet with ESL teacher in Professional Learning Communities to discuss lesson modifications and strategies to make content comprehensible to ELLs. In addition to providing support for ELLs in vocabulary, comprehension, phonemic awareness, the ESL teacher also builds upon students' past experiences, culture, and prior knowledge and provides assistance with content area assignments.
4. Native language staff member engage in a one to one conference with the student to determine their comprehension of their native language. We will provide interpretive materials and ask them to read and explain their understanding of the subject for example a math problem or the back of a novel in their own language.
- 5a. We do not currently have SIFE students at our school.
- b. ELLs in school for less than three years receive 360 minutes of ESL classes per week designed to accelerate their academic reading, writing, listening, and speaking skills. Beginner students meet regularly with ESL teacher for targeted tutoring in content-areas.

## A. Programming and Scheduling Information

- c. ELLs receiving service for 4-6 years receive the mandated number of ESL classes based on their proficiency level. Instruction focuses on development of academic reading and writing skills. Students routinely conference with bilingual grade advisor and attend scheduled tutoring/conferences with ESL teacher.
- d. Long-term ELLs receive the mandated number of ESL classes based on their proficiency level. Students regularly meet with ESL teacher during lunch periods for targeted tutoring. ESL classes are designed to further develop literacy and writing skills.
- e. ELLs with special needs receive the mandated number of ESL classes and are assisted by bilingual para-professionals in their classes.
6. Teachers of ELL-SWDs collaborate with the ESL teacher and assigned Special Education teacher to review students' instructional needs outlined in the IEPs and collaborate during Professional Learning Teams, preps, and professional development days to optimize materials and instruction that meet both ELL and SWD components of students. The small group pull out model also empowers the ESL teacher to focus language acquisition strategies that best suit students.
7. Because our ESL program is a free-standing, pull out model, we are able to place students in homogenous groupings by ability.

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

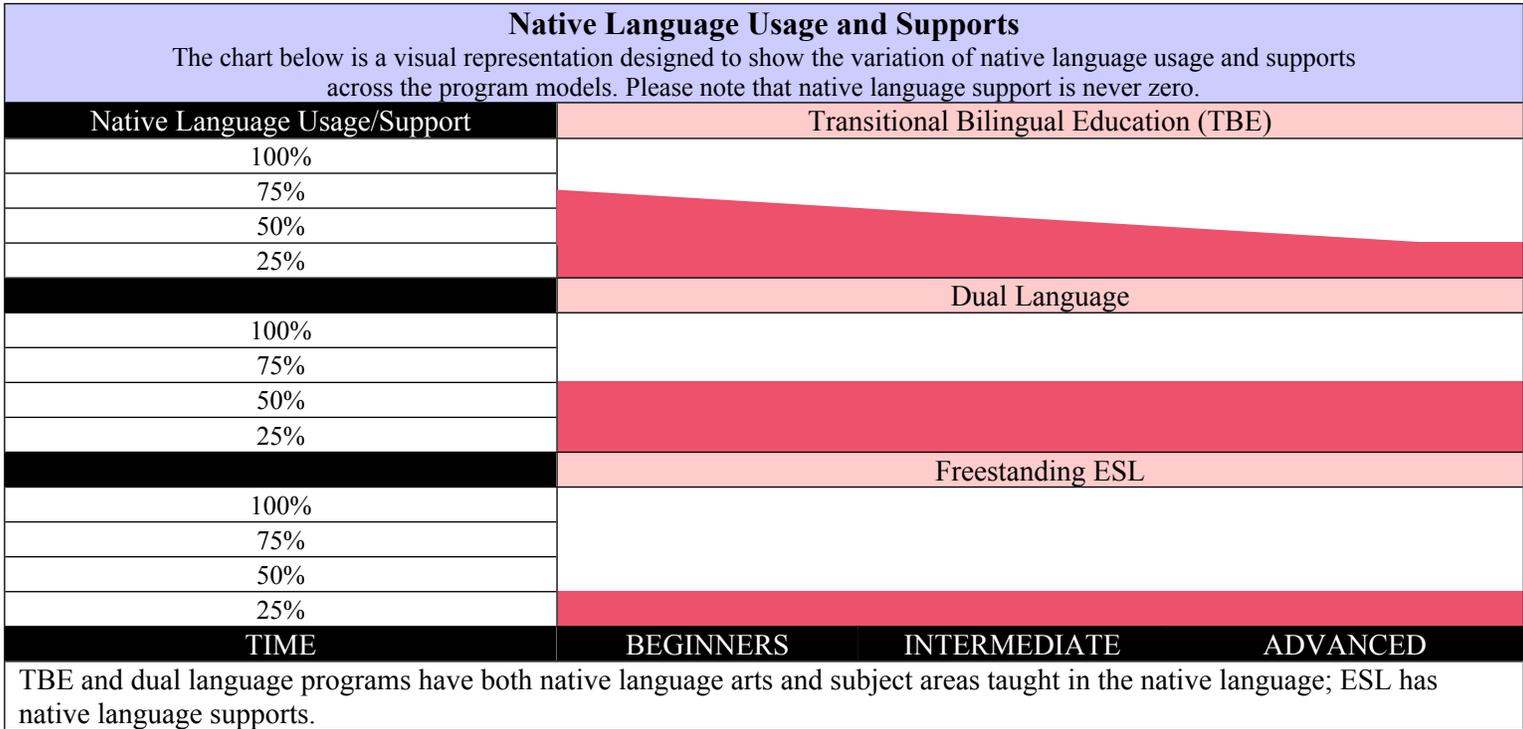
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



## 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 targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth.

9. Our plan for continuing transitional support is to program students for an ELA prep class for one year. Students also are offered after-school tutoring with ESL teacher and content teachers. All ELL's who reach proficiency on the NYSESLAT are given extended time and separate location testing modifications.

10. We plan to expand our Title III tutoring program and plan to send content and ESL teacher to professional development sessions on delivering content to ELLs.

11. No services will be discontinued.

12. Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Sports and Arts in Schools Foundation.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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11. No services will be discontinued.

12. Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Sports and Arts in Schools Foundation.

13. A variety of instructional materials are used including: novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, songs. From a technology standpoint, ELLs can log into the student portal of McGraw-Hill's Acuity, where skill-specific activities can be assigned for each student to practice, both at school and at home. Information for logging on is sent home in a student's home language, as it was identified in the Home Language Survey (records kept in main office). Additional enrichment materials, through Kaplan, are leveled and used at the just-right level for ELL students.

14. Spanish speaking students are programmed for Spanish language classes based on their level of proficiency. Periodic assessments are available in native languages. A small selection of dual language books are part of classroom libraries.

15. Required services support and correspond to ELL's ages and grade levels. ESL support is guided primarily upon the designation from the LAB-R and by grade (that is, 6<sup>th</sup> grade Beginners work together, while 8<sup>th</sup> grade Beginners also work separately).

16. Newly enrolled ELLs attend an orientation run by our Parent Coordinator before admittance. During this orientation, students are interviewed and a writing sample is obtained to assist in programming. All students attend orientation on the first day of the semester. For students entering the school mid-school year, the ELL (and parents, when available) meet with the Guidance Counselor and ESL teacher to discuss programming, activities, expectations, and supports available.

17. Spanish language elective is offered to ELLs.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

1. Our ESL teacher, Assistant Principal, and content area teachers attend professional development sessions through the New Visions network. An ELL-SWD newsletter is sent to staff members who provide services and supports for ELLs, calling out important news, events, and professional development.

2. All 6th grade students are provided support through the weekly advisory classes. In this program, teachers collaborate to design units and lessons in the beginning of the school year that focus on the different expectations that teachers have for middle school students.

3. Teachers receive professional development on the three designated days in the school year. These days focus on looking at student work and differentiating instruction to meet students' needs. Particular attention is paid to ELL students and students with other special needs. This year, we hope to expand professional development by sending teachers to New Visions workshops, and "turn-keying" the strategies they learn to the rest of the staff.

### 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?

1. All parents are invited to a Parent Orientation at the beginning of their child's career at KAPPA VII. KAPPA VII also does outreach through Datacation, our online grading system. Our Parent Coordinator routinely extends invitations to all parents to attend Parent Teacher Association meetings. Parents of 6th grade ELL students are also invited to a Parent Orientation meeting at the beginning of the school year.

2. We do not have partnerships with outside agencies or CBOs to provide workshops for ELL parents. Staff volunteers (named in the previous section) volunteer to provide translation services. When a parent requires translation services that cannot be provided by the school staff, translation portion of the budget is utilized to provide interpretation and translation services as necessary.

3. Parents communicate their needs through our Parent Orientation meetings, through regular PTA meetings, and by contacting our guidance counselors and Parent Coordinator. The Parent Coordinator works closely with the Pupil Accounting Secretary to quickly identify parents whose first language is not English, and anticipate the services that parents of ELLs will need so that they feel like an active part of the community.

4. PTA meetings have particular themes and address specific issues, like using our online grading system, college preparation, and graduation requirements.

## 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	3	4					8
Intermediate(I)							0	1	0					1
Advanced (A)							1	3	1					5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	2	7	5	0	0	0	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	5				5
8	1	2			3
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			1						1
7	1		6						7
8	2		1		1		1		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	3		3		4		1		11

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2			
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?

## 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:** KAPPA VII

**School DBN:** 13K596

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Reiter	Principal		1/1/01
Rhenaye Hornsby/Amy Rodriguez	Assistant Principal		1/1/01
Kathleen Green	Parent Coordinator		1/1/01
Jassica Lee	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eton Bent	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: **13K596** School Name: **KAPPA VII**

Cluster: **5-Maldonado** Network: **New Visions-Penzell**

**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.

Parents are provided with a survey when they register their child they are given the Home Language Identification Survey in addition we use the data in ATS. The survey includes what is their preferred language of communication. We have several staff members who are fluent in Spanish so when a parent comes to the school we are able to provide on-site translation. Also, letters going home are sent in the preferred language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Our school's translation needs are mainly Spanish. During a faculty conference prior to parent teacher conferences was made aware of the needs of the parents. During a PTA meeting, the parents were informed and our Spanish speaking staff members attend those meetings to translate. We translate as much of our materials into Spanish prior to sending them home in the mail. On staff we have several Spanish speakers so they are available to translate for parent/teacher conferences, PTA meetings and parent meetings. Informal information is also gathered at PTA meetings. Parents are able to share their needs with the staff as we discuss the issues on the agenda.

## 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.

Documents sent home are also available Spanish. We have several staff members who are fluent in Spanish and are able to translate documents to be sent home.

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.

On staff we have several Spanish speakers so they are available to translate for parent/teacher conferences, PTA meetings and parent meetings.

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>.

Parents are notified of the interpretation services when they register their child and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. These documents are also available in our ELL teacher's office.

As for family engagement, Guidance Counsleors call home on a regular basis to maintain good communication with the parent/guardian. The guidance counselors also schedule family meetings when academic, attendance, or behavior issues emerge. The Guidance Counselors also meet with parents during Open School Days and when meetings are requested.

The Guidance Counsleors identify the language need of each family in their caseload and works in collaboration with the principal to secure that materials are available in that language, as well as interpretation needs for meetings.

Parents receive several mailings throughout the year (monthly Parent Association Meetings, SLT meetings, events, etc.). For each of these meetings, interpretation needs are assessed and request of our internal resources.