



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME : KNOWLEDGE AND POWER PREPARATORY ACADEMY  
(KAPPA VI)**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q282  
8-21 BAY 25<sup>TH</sup> STREET, FAR ROCKAWAY NY 11691**

**PRINCIPAL: GARY DUMORNAY      EMAIL: GDUMORNAY@SCHOOLS.NYC.GOV**

**SUPERINTENDENT:      MICHELE LLOYD BEY**

**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
Gary DuMornay	*Principal or Designee	
Desiree Morgan-Castellar	*UFT Chapter Chairperson or Designee	
Mr. Jean Claude Pierre	*PA/PTA President	
Keshia Ragin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Jeanne M. Cirone	Member/ Assistant Principal	
Lori Low	Member/ Teacher	
Karen Kaplan	Member/ Teacher	
Abina Johnson	Member/ Parent	
Marlene Harding	Member/ Parent	
Keshia Ragin	Member/ Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

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

**By June 2012, ELL's population cadets will demonstrate progress towards writing organizational skills as measured by 10 % increase in those subgroups scoring at level 2 & 3 on the NYS ELA Assessment.**

### **Comprehensive needs assessment**

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

*After conducting a school wide summative assessment last year, it was determined that all student groups showed increase in writing organizational skills performance on the Writing Reading Assessment profile (WRAP) , except for the ELL and student with disabilities . As a result, we have made progress in organizational writing for our ELL subgroup a priority goal for the school year.*

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - Disseminate the information from the data analyzed (various forms including formal and informal assessments) to the pedagogical staff through the use of a strategy chart (scaffold)
  - Assessments information (ACUITY, State assessments, Quarterly Examinations)
  - All lessons will be incorporated in the Workshop Model
  - Use Achieve 3000 Literacy Program research based intervention as a technology tool to provide intervention in organizing their writing skills twice a week
  - Lessons will also be incorporate in the Writer's and Reader's Workshops
  - By February 2012, will administer a post-test of the WRAP assessment to measure progress for all ELL's population

### **Instructional Activity/Strategy #1**

- *Professional Development: Professional Development workshop sessions will be providing bi-monthly to the entire Kappa's faculty; Our PD will be follow-ups on our frequent observation cycles data. Teachers will analyze the data to improve student work and make adjustment as needed:*
  - A) Teacher teams meet twice a week to Look At Student writing samples in performance tasks*
  - B) ELL's Cadets will be attending Lunch and Learn with the ELA teachers for additional support*
  - C) Push-ins model to provide support to mainstreamed ELL's cadets*
- *Target Population(s): Teacher teams will continue to use formative pre and post assessments to targeted ELL's population. The team will use the data to adjust lesson plans*
- *Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist and an ELL' teacher*

- Implementation Timeline: September 2011 through May 2012

### **Instructional Activity/Strategy #2**

- Creation of a Data Room: The conference room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.
- Target Population(s): Teacher Teams working with ELLs, SWDs and former ELLs not making acceptable gain. The Guidance Counselor will be working with the academic success group that has some of our ELL's population.
- Responsible Staff Members: Assistant Principal, Literacy Coach, Data Specialist and the ELL teacher.
- Implementation Timeline: September & October 2011.

### **Steps for Including teachers in the decision-making process**

- Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.
- Staff determined that an increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.
- Acuity Periodic Assessment Dates: ITA (diagnostics) November 2012, (predictive) January 2012 and March 2012

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

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - ELA and ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
  - The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).
  - Parent Coordinator will host bookmaking and storytelling workshops for parents.
  - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
  - The school will create and distribute a parent handbook that is translated in all the dominant languages.
  - Parents will be trained on how to use ARIS Parent Link.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

- *Mentors are assigned to support struggling and un-qualified teachers.*

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school has entered a Math Count enrichment activity program that focuses on math problems challenging questions that student need in order to ensure a successful transition to High school*
  - *All math students will participate in a city wide competition*
  - *A SAPIS worker was assigned to Far Rockaway Building campus to support academies as part of the school's efforts to improve attendance*

#### **Budget and resources alignment**

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

#### **Funding Sources:**

##### ***Title I SWP school:***

*As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*

**Annual Goal #2**

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

**By June 2012, accelerate the academic performance of our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade cadets who perform in the lowest 1/3 of every ELA and SS class as measured by the school report cards.**

**Comprehensive needs assessment**

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

Based on individual academic goals set by the respective professors, 25 % of cadets in the lowest third will demonstrate positive growth in their quarterly examinations (Summative Assessments). Positive growth in these assessments is defined as an increased score as compared to their previous quarterly examinations and formative assessments

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  1. Periodic Professional Development for those professors who teach ELA and SS in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. This Professional Development will address specific strategies to improve academic performance for those cadets who are performing in the lowest 1/3 of their class.
  2. Professors will identify three cadets from each class of which they will create specific academic goals. These goals will be individualized to meet the specific needs of each cadet.  
Periodic Professional Development with respective professors that will address the tracking of the cadet performance and how to identify new strategies for academic growth.

**Steps for Including teachers in the decision-making process**

Each of the identified cadets will have a tracking portfolio that speaks to the individual goals as well as the strategies used to support their performance growth in ELA and SS. The tracking portfolio will consist of (but not limited to) the following:

1. Specific academic strategies to address the needs of the individuals identified
2. Evidence that will be used to support the strategies devised to support performance growth:
  - Conference notes
  - Professor made assessments
  - Curriculum Mapping sheet
  - NYS Examination
  - Acuity results

- *ELA and Social studies teachers will meet in grade-level and cross functional teams to review student data gathered from Acuity and WRAP assessments and quarterly exams.*
- *School wide benchmark for the lowest third is determined and would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
  - Progress Reports
  - Quarterly Examinations
- Report Cards

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

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - *ELA and Social studies teachers will design training modules and host monthly ELA/SS workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
  - *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).*
  - *Parent Coordinator will host bookmaking and storytelling workshops for parents.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school has established a program that focuses on improving student abilities, emergent literacy skills that will need in order to ensure a successful transition to the lower elementary school grades*
  - *All students will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.*
  - *A SAPIIS worker was assigned to support academies as part of the school's efforts to improve attendance for all students.*

**Budget and resources alignment**

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

**Funding Sources:**

***Title I SWP school:***

*As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session (2 days per week) for after school programs and differentiated professional development.*
-

**Annual Goal #3**

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

**By June 2012, accelerate the academic performance of our 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> cadets who achieved a level 4 by 10% as measured by the New York State math assessment**

**Comprehensive needs assessment**

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

According to our NY state mathematics assessments 23% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student population have met proficiency level 4 in mathematics, it appeared that more than half of our student population have met proficiency in mathematics, but 23% of our student population achieved a level 4 in mathematics. As a result, we have made academic performance in level 4 in mathematics a priority in KAPPA VI

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- Disseminate the information from the data analyzed (various forms including formal and informal assessments) to the pedagogical staff through the use of a strategy chart (scaffold)
  - Assessments information (ACUITY, State assessments, Quarterly Examinations)
  - All lessons will be incorporated in the Workshop Model

- Use Achieve 3000 Literacy Program research based intervention as a technology tool to provide intervention in organizing their writing skills twice a week
- Lessons will also be incorporate in the Writer's and Reader's Workshop
- By February 2012, will administer a post-test of the WRAP assessment to measure progress for all ELL's population

**Instructional Strategies/Activity**

- *Professional Development: Professional Development workshop sessions will be providing bi-monthly to the entire Kappa's faculty; Our PD will be follow-ups on our frequent observation cycles data. Teachers will analyze the data to improve student work and make adjustment as needed:*
  - D) Teacher teams meet twice a week to Look At Student writing samples in performance tasks*
  - E) ELL's Cadets will be attending Lunch and Learn with the ELA teachers for additional support*
  - F) Push-ins model to provide support to mainstreamed ELL's cadets*
- *Target Population(s): Teacher teams will continue to use formative pre and post assessments to targeted ELL's population. The team will use the data to adjust lesson plans*
- *Responsible Staff Members: Assistant Principals for ELLs and SWDs, Staff Developers (internal and external) and Data Specialist and an ELL' teacher*
- *Implementation Timeline: September 2011 through May 2012*
- *Creation of a Data Room: The conference room will be designated so that coaches and other instructional teacher teams will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on ELLs/SWDs and at risk students. Activities carried out in the data room will include monitoring student progress, setting initial goals for groups and individual students in ELA, programmatic implications based on indicators of interim progress assessment results and follow-up activities. Responsible staff will facilitate discussions of the students' progress and strategies for improved student outcomes, including L1-4 students.*
- *Target Population(s): Teacher Teams working with ELLs, SWDs and former ELLs not making acceptable gain. The Guidance Counselor will be working with the academic success group that has some of our ELL's population.*
- *Responsible Staff Members: Assistant Principal of Organization, Coaches, Data Specialist and one ELL's teacher.*
- *Implementation Timeline: September & October 2011.*

**Steps for Including teachers in the decision-making process**

- *Teachers will meet in grade-level and cross functional teams to review student data gathered from periodic assessments.*
- *Staff determined that an increase in student performance would be the interim benchmark used of by teacher teams to measure the effectiveness of the activity/strategy; and whether additional support in using multiple data points to analyze data and differentiated instruction is needed.*
- *Acuity Periodic Assessment Dates: ITA (diagnostics)November 2012, (predictive)January 2012 and March 2012*

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

- Describe the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
  - *Teachers will design training modules and host monthly workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.*
  - *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides*
  - *Parent Coordinator will host bookmaking and storytelling workshops for parents.*
  - *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*
  - *The school will create and distribute a parent handbook that is translated in all the dominant languages.*
  - *Parents will be trained on how to use ARIS Parent Link.*

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
  - *Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.*
  - *The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
  - *Mentors are assigned to support struggling and un-qualified teachers.*

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - *The school has established a head-start program that focuses on improving the oral language abilities, emergent literacy skills that ELLs will need in order to ensure a successful transition to the lower elementary school grades*
  - *All SWDs and ELLs will participate in one of the three CTE literacy-based programs that have been established as part of the overall instructional program.*
  - *A SAPIS worker was hired to support academies as part of the school's efforts to improve attendance for SWD's and ELLs.*

### **Budget and resources alignment**

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

### **Funding Sources:**

**Title I SWP school:**

As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
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	# of Students Receiving AIS							
K	N/A							
1	N/A							
2	N/A							
3	N/A							
4	N/A							
5	N/A							
6	46	28	TBD	TBD	TBD	TBD	TBD	TBD
7	61	31	TBD	TBD	TBD	TBD	TBD	TBD
8	44	36	TBD	TBD	TBD	TBD	TBD	TBD
9	N/A							
10	N/A							
11	N/A							
12	N/A							

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

- 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.

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.),

***when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).***

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

<b>ELA:</b>	ELA AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS Coach English Language Arts Program. In addition, Achieve 3000 programs will be used to address specific individual needs of cadets.
<b>Mathematics:</b>	Mathematics AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS Coach Mathematics Program. In addition, the Study Island program will be used to address specific individual needs of cadets.
<b>Science:</b>	Science AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors use previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination.
<b>Social Studies:</b>	Social Studies AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS DBQ workbook and previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Cadets are provided a ten week session in which they are in a group session. These sessions focus on academic skills, goal settings, time management- HW, study skills, confidence, and social skills.
<b>At-risk Services Provided by the School Psychologist:</b>	Follow up to CBO- based upon evaluation. In these meetings, it was decided that one-to-one meetings are not necessary with school psychologist. The school-based psychologist provides school-based assessments on academic interventions and suggests strategies to improve performance. Various scaled assessments are used to accomplish this task.
<b>At-risk Services Provided by the Social Worker:</b>	The Social Worker follows through on school-based referrals. One on one counseling is provided on an as needed basis.
<b>At-risk Health-related Services:</b>	The school clinic provides medical services for the identified cadets.

3.

**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;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Charles Amundsen</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>282</b>
School Name <b>KAPPA VI</b>			

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

Principal <b>Gary DuMornay</b>	Assistant Principal <b>Jeanne M. Cirone</b>
Coach <b>Arlene Guadagno</b>	Coach
ESL Teacher <b>Kathleen Smyth/ ESL</b>	Guidance Counselor <b>Jennifer Figueroa-Cantey</b>
Teacher/Subject Area <b>Margaret Finnegan/ SETSS &amp; ICT</b>	Parent
Teacher/Subject Area <b>Lorena Low/ Spanish</b>	Parent Coordinator <b>Tamika Rivera</b>
Related Service Provider <b>Terri Katz-Jay</b>	Other
Network Leader <b>Joanne Brucella</b>	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>264</b>	Total Number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>4.92%</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. 

As students are admitted to the school through an application process, upon the admission of an identified ELL student, the school LAP team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development.

The majority of students are admitted to KAPPA VI from local NYC Elementary Schools, and so their ELL status has already been determined. The few incoming students who are not admitted from other NYC schools are identified for the LAB-R by Home Language Surveys. The survey is initially given to the parent by Kathleen Smyth, ESL teacher. The surveys are interpreted by the assistant principal in conjunction with the ESL teacher, Kathleen Smyth. If it is determined that the student may be an ELL, the parent is interviewed and the Choice video is shown to the parent by Mrs. Smyth, as well as a native language translator, and the LAB-R is administered by Mrs. Smyth.

KAPPA VI provides a free standing ESL program to all eligible ELLs. The ESL Program offered at our school is aligned with the requests of the parents of students at the school. There are not sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group. All ESL students are served by a push-in model.

The Assistant Principal, ESL teacher Kathleen Smyth or the Parent Coordinator meet with parents to inform parents of instructional programs for their child(ren) and facilitate a parent choice. At this meeting a description of all three program choices (TBE-Bilingual Program, Dual Language Program and ESL Program) is shared with parents as well as the fact that the only option at our school is freestanding ESL. As parents have already chosen to have their child attend KAPPA VI, they prefer the ESL program so that their child can attend this school. This is also built into our application process; this question is addressed during our open houses and is shared with the feeder elementary schools. In the five years of KAPPA's existence, 100% of the parents have chosen to stay at KAPPA in the ESL; none have ever opted to leave for a different program.

Throughout the year the ESL teacher and the Assistant Principal keep records of all students eligible for NYSESLAT testing. This includes frequent accessing of ATS or ARIS reports, such as the current ELL report ( RELC ). These students are also interimly assessed with the materials offered through the NYC DOE. As the dates of the NYSESLAT approach, all students who will be tested are given letters for their parents to let them know that the test is coming up and the approximate dates their child will be tested. Due to the small number of students being tested, it has never been a problem to get all of the testing done within the time frame. A schedule is set for each component and followed or modified as the testing progresses. For example, speaking is scheduled as early as possible to ensure its completion before the other three components can be administered. Then the remaining three components ( listening, reading and writing) are each administered separately to the grade bands on the same school day. Again this is done early in the window so there is time for makeups.

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4			6		2	3			13
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>13</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

**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
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							8	2	2					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	0	0	0	0	0	0	8	2	3	0	0	0	0	13

# 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?

The school features a free standing ESL pull-out program. Generally, all ELLs on a grade are in the same homeroom to ease scheduling and are served in a push-in model. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The ESL teacher works with the content area teachers to assess what needs the students are displaying and then rolling curriculum content into her lessons. She is using Achieve 3000 system to monitor writing progress as well as the Writing and Reading Assessment Profile (WRAP).

At the beginning of the year, we ascertain the proficiency levels of each ELL and then build the schedule. Our advanced students receive 4 periods of ESL service outside of their scheduled ELA classes (approximately 360 minutes per week). This year, we have one intermediate student whose 8 periods of ESL instruction runs concurrently with his ELA in a push-in format as well as other content areas (Math, Social Studies, Science).

Differentiation occurs within the sections of ESL and is determined by running records and live-data rather than NYSESLAT as most of our students are advanced. The one student who is at the beginner level receives additional one-on-one support both as a push-in and through small group pull-out sessions where the teacher focuses on reading or writing.

If a student is identified as SIFE, we try to provide additional support in the classroom to reacquaint him/her with the educational process. the guidance counselor and parent coordinator assist here with communicating with parents to keep the student in a regular school routine.

Any newcomer students receive additional support from the grade-specific ELA content teachers and AIS services in addition to the ESL service. Live data is closely monitored. Support is also offered through a buddy student to help with notes and assignments where feasible. Instruction is differentiated using leveled texts as well as cultural documents to assimilate child into the school culture.

Mid-term ELLs receive targeted instruction in reading and writing, as this is often what keeps them in ELL services. The ESL teacher works with them on their reading skills through leveled texts, targeted reading lessons, and a structured writing program. For long-term ELLs the process is similar, except we also start looking at other factors which may be influencing the student's ability to gain proficiency (learning disability, health impairment, attendance, parent support). For both of these groups support in addition to the ESL program is provided in terms of school time AIS and 37.5 minutes enrollment.

ELLs who have also been identified as having special needs are supported through their IEP goals in addition to the ESL program.

## A. Programming and Scheduling Information

Working with the SAT, we try to determine if the child's disability is preventing him or her from gaining proficiency and adjust the instruction to match. The teacher is made aware of this and pull him for additional AIS when possible.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 27
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?

At the present there are no targeted intervention programs for ELLs in the content areas. All identified ELLs are part of our 37.5 minute AIS program three days a week. The students also receive additional AIS support in ELA and math from their subject teachers about once a week. We have the Achieve 3000 program in place which delivers targeted reading instruction at the student's assessed reading level, which allows the students to read passages on their level and then respond to them in writing as well as multiple choice questions.

Since 2009, five students have achieved proficiency in the English Language. Those still at KAPPA VI are now being monitored for transition support. They are closely monitored by the LAP, Data Inquiry Team, grade-level team, ESL Teacher Kathleen Smyth and the classroom teachers. Appropriate LEP testing accommodations will be provided for two years, as per state regulation. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for all state exams. These students are noted in class lists as Former ELLs and when they are brought up in teacher team meetings we question whether or not performance delays are a result of having been an ELL. The ESL teacher has pulled these students occasionally as a means of support in their writing or reading, working with the ELA teacher. Often recent former ELLs are in the same homeroom as current ELLs which allows for ease of temporary schedule changes.

This year we continue to use Achieve 3000 as a reading program for all of our students. We have also begun assessing them with edPerformance (Scantron series) to identify specific weaknesses in ELA and math. This data has been invaluable to the ESL teacher, who can now clearly identify learning goals for the students she works with on a daily basis.

We discontinued using Renzulli Learning due to its cost combined with lack of time to fully use the system. We felt funds would be better served in other locations and programs for the entire school. Methods we learned from Renzulli have still been incorporated into the ESL and regular school program.

ELLs are fully involved in all school programs. There is an ELL student in the 8th grade Regents Integrated Algebra course. Next year we anticipate ELLs and former ELLs to be in this program again as well as in the additional Regents Living Environment course. Extra- and co-curricular programs are always open to ELLs, and in fact the students are encouraged to participate as a way of boosting their English speaking and listening comprehension as well as cultural assimilation. One such program is our 7th grade Leaders of Tomorrow program which offers students an opportunity to go on a three-day, two-night trip to the Pocono Environmental Education Center in Dingmans Ferry, PA. We have a number of after-school opportunities for students, including chorus, various sports through CHAMPS funding, and two CBOs (Safe Space and CMS) who offer homework aid, ELA and/or math instruction, sports and arts (dance, visual). All of our programs operate as middle-school appropriate programs.

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Prior to the beginning of the year, all identified ELLs (or rather their data) is presented to the ESL teacher so that she can quickly meet them and offer support in the first few days of school. All new students participate in several "orientation" activities prior to the first 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?

At the present there are no targeted intervention programs for ELLs in the content areas. All identified ELLs are part of our 37.5 minute AIS program three days a week. The students also receive additional AIS support in ELA and math from their subject teachers about once a week. We have the Achieve 3000 program in place which delivers targeted reading instruction at the student's assessed reading level, which allows the students to read passages on their level and then respond to them in writing as well as multiple choice questions.

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4. How do your parental involvement activities address the needs of the parents?

The L.A.R.T. provides a list of activities and interventions that address the needs of ELL students. The link is located at the bottom of the page.

## 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 LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The guidance counselor and parent coordinator will serve as points of contact between the home and school. Members of the LAP Team will also coordinate in-house translating or utilize DOE translation resources as necessary. Our school also provides a Multicultural Day, Fall Harvest, Spring Fling, and Concerts as well as trips that promote multicultural awareness.

Parent workshops are conducted during the school year. In September of each school year, there is an Open School Night. Parents are invited to come to the school for a brief presentation and to meet their child's teacher. Over the course of the year parents have 4 additional opportunities to meet with their child's teachers. These meetings are very well attended.

In her monthly workshops, the Parent Coordinator asks for input from parents as to the types of workshops they would like. We also assess this informally from common questions or concerns from parents. When we receive notice of meetings for parents of ELLs, this information is disseminated to the appropriate parents.

Parent needs are evaluated through conversations with parents as well as from the results of the annual school survey. We also utilize our Spanish teacher Ms. Low as well as translations through the DOE services.

## 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)?

NOT APPLICABLE

## D. Professional Development and Support for School Staff

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

We have always asked for network support to provide professional development for the KAPPA VI staff during faculty conferences to ensure that all teachers at the school have a working knowledge of issues related to the instruction of ELLs in their own classroom.

Topics include:

- How are students Identified as ELL
- Assessment of ELLS- NYSESLAT/ LAB-R
- Data Driven Instruction
- Teaching Mathematics, Science to ELLS
- Involving the Parents of the ELLs
- Instructional Materials for ESL Programs
- Instructional Strategies that Work
- The ESL Prototype- A Balanced Literacy Approach To ESL
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The guidance counselor often attends transition meetings and high school fairs. She uses this information to help guide students towards good-fit high schools. She also works with the elementary school guidance counselors to ease the transitional from the lower level to our model.

Also, the parent coordinator Tamika Rivera and the school secretary are offered professional development through network or city offerings for ELL-specific topics. Other information is disseminated through the administration from Principal's Weekly notes and attachments. Itinerant staff such as the psychologist, speech, occupational and physical therapists are also offered ELL Professional Development.

The minimum 7.5 hours was offered to the whole staff two years ago. Records of all those who completed it are on file in the office. New staff members are asked to provide proof of completion and then sent for additional professional development to complete said hours.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)

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

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

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

Our students have been assessed using the ELL periodic assessments offered through the Department of Education as well as Fountas and Pinnell running records. All students are reading below grade level. They have been receiving direct instruction at their designated reading level identified through running records and areas identified through the Performance Series assessments. This assessment has also demonstrated that the students are performing below grade level in both reading and math. We had one student who took the LABR this year. While this student's results indicated that she was not eligible for services, her overall academic performance indicates that she should and does receive additional support.

### 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

### NYSESLAT Modality Analysis

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

### NYS ELA

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

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- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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
	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:** 27      **School Name:** 282

**Cluster:** 2      **Network:** 210

**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.

The majority of the KAPPA VI student body articulates from other NYC Public Schools. Therefore, we use the information already present in ATS derived from the home language surveys of our cadets in order to determine the primary language spoken by each parent. If this language is not English, we will observe our initial interaction with parents to determine if language assistance is needed. This is often the candidate interview and as such it is noted on the candidate's application folder. Any parent for whom it is determined that assistance is required is added to a master list of languages; this list is maintained by the data specialist and is readily available for reference. The indicator is checked and updated (if necessary) in ATS.

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.

Based on our needs assessment, we found that the majority of our parents do not require written or oral translation. English is the preferred language of written communication of about 86% of the school. The remaining 14% prefer written or oral communication in Spanish; less than 1 percent prefers communication in Haitian Creole. This information has been shared frequently with the staff during professional development and/or staff conferences, particularly in advance of parent-teacher conferences and IEP conferences.

## 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.

Any materials provided by the Department of Education are disseminated in the home language, where possible. This includes Bill of Parents Rights and Responsibilities, IEP meeting notices, assessment notices and promotion in doubt notices. We download such documents in the necessary languages from the DOE website. When needed, we will utilize translation services by someone on our staff, a parent volunteer, or a staff member from one of the other schools on our campus. If a translator is not available for a specific language, translation services will be sought. When we need this translation to be completed, we will have notices prepared in advance to ensure timely completion of the translation.

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.

Our School Messenger program sends daily attendance messages in Spanish. For important phone notifications, we will utilize translation services by someone on our staff or a staff member from one of the other schools on our campus. For conferences, we will again seek out a translator from our staff or the staff of a campus school, or utilize the services of the Translation and Interpretation Unit. For pre-planned conferences (IEP meetings, guidance conferences), we determine in advance if the parent will require a translator and if we need to secure one. We have many parents who prefer to bring their own translator (a relative or family friend); when this is not the case we use a volunteer (staff member, parent). If there is no one available, we will utilize the services of an outside translation unit to facilitate the conference.

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 who have been identified as having a primary language other than English will be issued the Bill of Parent Rights and Responsibilities in their native language. Posters are displayed in the KAPPA VI main office and the Parent Coordinator's office. The campus will post one near the main entrance. If an important school notice needs to be issued, translation services (either onsite or off) will be sought to ensure every identified parent receives notification in his/her native language. Our Parent Coordinator will help parents obtain the translation services they need to fully participate in parent conferences.

