



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : KAPPA III

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X316

PRINCIPAL: ELISA ALVAREZ **EMAIL:** EALVAREZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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 |
|--|--|-----------|
| Elisa Alvarez | *Principal or Designee | |
| Glenique Bennett | *UFT Chapter Leader or Designee | |
| Rhea Farrell | *PA/PTA President or Designated Co-President | |
| Juana Pena | DC 37 Representative, if applicable | |
| Isaura Germosa Pedro Balbuena | <i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Leona Helmsley Foundation Bell Program Turnaround Organization Mary Mitchell Center | CBO Representative, if applicable | |
| Nicole Vairo | Member/ | |
| Amy Maresca | Member/ | |
| Jean Colon | Member/ | |
| Maritza David Lopez | Member/ | |
| Felecia Story | 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
-
- **Professional learning teams, organized by subject level, will review student work and align curriculum and teacher practice with Common Core Learning Standards. Professional Learning Teams will evaluate the current state of teacher and student work to determine how to strengthen practice and student products in relation to Common Core Learning Standards.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on the New York State's initiative of designing the Common Core Learning Standards and Danielson Framework for Effective Teaching, we sought the need to create teams of study within in content for unified structure. In addition, the use of our quality review and peer review led us to organize the school wide focus for the 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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will be given time to meet in teams on a weekly basis for one period.

Teachers will be given time to meet in teams on a weekly basis for one period.

AUSSIE literacy and math consultants will work directly with PLTs and individual teachers to support alignment to CCLS standards and the process of looking at student work in Professional Learning Teams.

Clear norms, roles, and responsibilities will be established to ensure shared leadership and pedagogical direction.

Two monthly PLT meetings will be allocated for employing a protocol for examining student work (tuning protocol) to assess student work in relation to CCLS and identify effective teacher practices, and better align curriculum.

Short, frequent classroom observations and examination of student work by administrators and AUSSIE consultants to provide timely, specific, and evidence-based feedback regarding CCLS alignment to teachers using the Danielson Framework for Teaching.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Teachers will collaborate and utilize a parent learning guide template as a communication tool for informing parents about the learning goals, vocabulary and assessment dates for their children's classes.**

Strategies for attracting Highly Qualified Teachers (HQT)

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

Attracting midcareer professionals to the teaching profession is a strategy to increase the number of highly qualified teachers in a school. However, we must be able to adequately compensate these potential teachers in order to compete with other industries. Schools can offer better health care coverage and increased opportunities for advancement as well as emphasize incentives such as summer vacations and holiday breaks.

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.
smaller class ratio

A weekly advisory program was created school wide. The topics deal with real life teen/adolescent issues in a safe environment. Under this program, an Anti-Bullying Campaign was created and has become the School Wide, Social Emotional Focus. Motivational Speakers will be invited to share their personal thoughts as well as outside organizations to provide team building and leadership qualities.

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.
- **The creation of small class teacher to student ratio was reduced to provide individualized instruction. Additional before and after-school enrichment programs will be created to address the interests of all learners. Saturday Academy will be created to service the parent and the student.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Improve teacher effectiveness through the development of a shared understanding the instructional components of highly effective instructional practices as identified by the Danielson Framework of Teaching.

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 the Peer Review and School Progress Report specifically the school environment survey reflected the above mentioned goal as a need..

Instructional strategies/activities

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

As school leaders, we will utilize the Danielson Framework as a guide to increase teacher effectiveness within each classroom in our school community.

Our six components of focus for the 2011-12 school year are:

- 1. 1E: Designing coherent instruction**
- 2. 2B: Establishing a culture for learning**
- 3. 2D: Managing student behavior**
- 4. 3B: Using questioning and discussion techniques**
- 5. 3C: Engaging students in learning**
- 6. 3D: Using assessment in instruction**

All teachers will receive professional development on the Danielson Framework, and specifically the six target components.

Outside consultants such as from the AUSSIE organization, will be hired for Math and English Language Arts to provide individualized and small group professional development.

Our staff will have the ability to access professional development videos as provided by our technology based program DataCation. The highly effective feedback given will focus on the individual needs of each teacher. The DataCation system created Professional Development Webinars as aligned to the Danielson Framework.

Our staff meets twice a week for content-based or grade team professional development. One session per week will be dedicated to the analysis and application of the Danielson Framework to teaching practices at KAPPA III.

One of our Lead Teacher will attend Danielson Certification training during summer, 2011. As well as the Administrators, Principal and Assistant Principal will receive the Danielson Certification during the school year.

Strategies to increase parental involvement

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

Principal and the Assistant Principal will establish the program of Skedula as a communication system between home and school. The Principal and Assistant Principal will also communicate the school-wide policy to all teachers that a parent learning guide must be developed and presented in a parent/professor forum for one unit of study in English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes.

Strategies for attracting Highly Qualified Teachers (HQT)

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

• **To ensure that teachers are adequately prepared, districts should form partnerships with local teacher preparation programs and alternative licensure programs. Through these partnerships, districts can advocate that specific needs—such as working with students with different learning abilities or learning effective classroom management strategies**

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 purchase of DataCation will provide four hours of professional development, three for teachers and one for parents. Our parent coordinator will provide additional training for parents during our workshop sessions.

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.
- **The funds allocated for Curriculum and Staff Development will directly impact on the delivery of this service for the school community.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
encouraging paraprofessionals and uncertified teachers who are already in classrooms to become fully licensed teachers by offering them financial assistance to complete their certification.
Improve parent partnership and parents' capacity to serve as collaborative partners to the education of their children by offering Parent/Professor Forums for academic units of study in English Language Arts, Mathematics, Science and Social Studies courses in grades 6, 7, and 8.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
Our Quality Review, Parent Survey and Peer Quality Review all presented the need for consistent transparency.

Instructional strategies/activities

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

Teachers will collaborate and utilize a parent learning guide template as a communication tool for informing parents about the learning goals, vocabulary and assessment dates for their children's classes.

Principal and the Assistant Principal will establish the program of Skedula as a communication system between home and school. The Principal and Assistant Principal will also communicate the school-wide policy to all teachers that a parent learning guide must be developed and presented in a parent/professor forum for one unit of study in English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes.

Teachers will maintain an open line of communication with our parents through the Skedula program. Teachers are to develop English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes for one unit of study and distribute them to parents via DataCation.

Teachers will upload their parent learning guides onto our Atlas Rubicon Curriculum Planning System for the school community to review and provide feedback. Each teacher will prepare and present a Parent/Professor Forum on their unit of study relevant to their subject matter.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Teachers will maintain an open line of communication with our parents through the Skedula program. Teachers are to develop English Language Arts, Mathematics, Science and Social Studies in 6, 7, and 8 grade classes for one unit of study and distribute them to parents via DataCation.

Strategies for attracting Highly Qualified Teachers (HQT)

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

The newly established work with the Helmsly Foundation in conjunction with the AUSSIE consultants will help deliver professional strategies for staff in providing a coherent educational plan. The educational plans/tasks and units will then be presented to the parents within the structured Parent./Professor Forum venues.

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.

Afternoon, Evening and or Saturday hours will be designated to accommodate as many parent/guardians as possible.

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.

The funding set aside for curriculum and professional development will be able to address this goal. In addition the grants received by outside Community Based Organizations will help supplement needs to service the community, such as the funding received for two AUSSIE consultants.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Teachers will create at least one curriculum unit and task aligned to the strategically selected Common Core Learning Standards (CCLS) in both literacy and mathematics.

Teachers will create at least one curriculum unit and task aligned to the strategically selected Common Core Learning Standards (CCLS) in both literacy and mathematics.

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.

The initiatives by the State Of New York have established the need for unified Learning Standards. As such, the need for a proven researched based tool for teacher effectiveness is also required. Based on these initiatives we concluded that we needed to place strategic times within our schedule, to have professional conversations about units of study and academic rigor.

Instructional strategies/activities

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

Teachers will develop a Common Core Learning Standard-aligned task and unit of study. Tasks will be embedded in the CCLS-aligned curricula and include various points of entry for all learners, including our special education and English Language Learner populations.

English Language Arts teachers and Social Studies teachers, in partnership with special educators and English as a Second Language Teacher, will collaborate to create a unit of study and student task that is strategically aligned to the selected CCLS. Mathematics and Science teachers will collaborate to write their mathematics unit of study and task that is strategically aligned to the selected standard.

Our Inquiry Team will begin by taking a closer look at the qualities of students' work and current task requirements according to the Writing Matters baseline writing assessment rubric.

Teachers, within their Inquiry Team, which meet once a week, will implement the CCLS-aligned unit of study and examine samples of student work to ascertain which skills students currently possess as well as those they need to master. Teachers focus upon both Level 1 scholars (those most in need of academic intervention and remediation) and Level 4 scholars (those most advanced in terms of their display of academic skills) within their Inquiry Team meetings and their co-teaching planning process.

Using the task noted in the citywide instructional expectations for 2011-2012 as an exemplar, teachers will write their CCLS unit. Inquiry Teams and co-teaching teams collaboratively assess student work using a rubric and revise lessons as needed. All educators will use the resources posted on the Common Core Library website to guide

their work.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Teachers will upload their parent learning guides onto our Atlas Rubicon Curriculum Planning System for the school community to review and provide feedback. Each teacher will prepare and present a Parent/Professor Forum on their unit of study relevant to their subject matter.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Staff will receive before, during and after-school professional development.**

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.
- Funding was established for professional development learning as well as the grants received from private funding. The Turnaround Organization is one member that has provided private funding for the improvement of Student and Parent Awareness as such they will provide additional support personnel to deliver forums for the community.**

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.
- Curriculum Professional Development and parent funding has been set aside to address this set goal.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

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.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 109 | 109 | 109 | 109 | 10 | | 6 | |
| 7 | 115 | 115 | 115 | 115 | 20 | | 10 | |
| 8 | 96 | 96 | 96 | 96 | 5 | | 0 | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| <p>ELA</p> | <p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>During AIS the following programs are being utilized: Article of the week, I Ready, “Study Island” and “Renzulli”</p> <p>Small group instruction</p> <p>Acuity is used to create assignments based on skills</p> <p>Differentiate assignments, based on student levels, interest and learning modalities.</p> <p>Use kits to develop student skills and sub-skills strengths in areas that need attention.</p> <p>English Language Arts teachers, with the guidance of the ELA consultant will plan and implement strategies to address the identified needs of the learner</p> <p>Students will learn and apply varied reading comprehension skills as modeled by the teacher.</p> <p>Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p> |
| <p>Mathematics</p> | <p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>During AIS the following programs are being utilized: Weekly word problems, I Ready, “Study Island” and “Renzulli”</p> <p>Small group instruction</p> <p>Acuity is used to create assignments based on skills</p> <p>Differentiate assignments, based on student levels, interest and learning modalities.</p> <p>Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p> |

| | |
|--|---|
| <p>Science</p> | <p>Small Group Instruction Students will receive additional services to support as needed the development of writing labs, review for testing and completion of science projects. Implement a hands-on learning approach through the use of FOSS Kits Students will use a hands mobile science lab utilizing a variety of learning modalities. Parents will be sent quarterly progress reports to reflect gains.</p> |
| <p>Social Studies</p> | <p>Small group instruction Develop the skills to answer document based questions Graphs and illustrations will be used to develop a greater understanding of interpretive data. Compare and contrast two or more documents in historical data. Students will receive additional support as needed for the development of essay writing, completion of social studies projects and test review. Parents will be sent quarterly progress reports to reflect gains.</p> |
| <p>At-risk Services provided by the Guidance Counselor</p> | <p>Our guidance counselor provides group and one-on-one counseling to at-risk students. In addition our guidance counselor has created an advisory component to service all of the students in the school. This service occurs during the school-day. Our counselor also services students referred to him via our Pupil Personnel Team. Our PPT committee receives referrals from teachers and parents with concern of a child’s social/emotional state as well as academic deficiencies. When necessary our school counselor will mediate meetings with parents and students to discuss school performances.</p> |
| <p>At-risk Services provided by the School Psychologist</p> | <p>Will be requested if the PPT committee provides referrals.</p> |
| <p>At-risk Services provided by the Social Worker</p> | <p>Our Social Worker provides individual counseling, parent and child meetings/consultation, and peer mediation will help the student become aware of negative consequences of inappropriate behavior. It is also essential to provide encouragement and empathy, build on students self-esteem and create an open door system.</p> |
| <p>At-risk Health-related Services</p> | <p>Will be requested if the PPT committee provides referrals.</p> |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _12x316

School Name: KAPPA III

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
 Focused Comprehensive
Category: Basic External School Curriculum Audit (ESCA)
Intervention: Joint Intervention Team visit (JIT) Not Required for 2011
 School Quality Review (SQR)

-2012

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.

KAPPA III was identified under the Special Education English Language Arts sub-category. Our target number was 19 unfortunately, we received an 18 therefore the need for reflection. This was our second not achieving the Annual Yearly Progress in Special Education-ELA.

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.

Several steps have been initiated to address the lack of growth demonstrated by the Special Needs Students such as: create an internal Academic Intervention Program for every child. After-school programs were created to run three days a week with an option for Saturday Academy in case the Special Needs child had to take the school bus home. The Saturday Academy option allows the parents to escort the child to and from school while having them participate fully in the additional tutoring. Each child in a special needs self-contained program received a net-book to use as assistive technology within English Language Arts. All classrooms with self-contained and ICT students have the use of new Macintosh computers as well as a smart-board for interactive studies.

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.

All allocated funds were directly programmed to contract outside consultants in the areas of English Language Arts and Math. We became affiliated with the AUSSIE consultancy and have acquired 20 days from our school budget with the receipt of an additional 20 days funded by the Leona Helmsely Foundation and finally secured an additional 17 days that will bring us to the close of the year. The consultants provide professional development individually, in-class support-in class modeling as well as department meetings. All topics are exclusively for the study of data, translation data as it impacts lesson planning, delivery of instruction and understanding of the Common Core Learning Standards.

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 have been assigned an experienced tenured teacher as their mentor. Their schedules not only reflect a mentoring session but also a time to meet by departments, plan with a cooperating teacher, and meet by grade. All sessions allow for new teachers to be guided in lesson planning, interpreting of data and maintaining records and assessments current. Our mentors also introduce and guide our new teachers in the utilization of our school wide technology program that helps communicate daily with the parents on the child's progress. This tool is called DataCation. It helps foster an open line of communication between home and school, our mentors use it to train our teachers in establishing and maintaining the connection.

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.

Our school sends out a weekly newsletter entitled, "The Chronicle" we will use such a means to present the current standing

and action plan of the school to address the needs of the children. In addition, we will hold a Saturday informational session to offer an open forum.

**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 Rudy Rupnarain | District 12 | Borough Bronx | School Number 316 |
| School Name Knowledge and Power Preparatory Academy | | | |

B. Language Allocation Policy Team Composition

| | |
|--|---|
| Principal Elisa Alvarez | Assistant Principal Jean Colon |
| Coach type here | Coach type here |
| ESL Teacher Amy Maresca | Guidance Counselor Enlly Paulino |
| Teacher/Subject Area type here | Parent Rhea Farrell |
| Teacher/Subject Area type here | Parent Coordinator type here |
| Related Service Provider Daisy Deynes | Other type here |
| Network Leader type here | Other type here |

C. Teacher Qualifications

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 322 | Total Number of ELLs | 27 | ELLs as share of total student population (%) | 8.39% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

KAPPA III is a small multicultural middle school located in the Bronx with a strong connection between parents, students and school staff. KAPPA III has 322 students; 110 in grade 6, 116 in grade 7 and 96 in 8th grade. There are a total of 27 ELL students enrolled, which represents 8.39% of the total school population. There are 11 ELL students in grade 6, 10 ELL students in grade 7, and 6 ELL students in grade 8. Freestanding ESL is the program choice for parents based on parent selection forms. 25 of these ELL students speak Spanish as a native language, 1 student speaks Hausa, and 1 student speaks French. Based on the LAB-R and NYSESLAT 18 of the ELL students scored at the Advanced Level, 5 at the Intermediate Level, and 4 at the Beginner Level. Based on student data, reading & writing ability seems to be our students' weakest modality; listening and speaking the strongest. Based on city and state assessment data, these students are approaching grade level in the content areas. The language of instruction is English. The students were grouped according to proficiency level and receive mandated minutes according to CR-Part 154 regulations. Our ELL students receive ESL instruction as a freestanding model. There are 0 students with interrupted formal education (SIFE) students. Our small size allows for easy communication about lesson planning and student development during common- planning periods to maximize English language acquisition. Our goal is to infuse ESL strategies in our content area instruction program. Our teachers use the constructivist-model of education, allowing our ELL students the opportunity to acquire English language skills through cooperative group work and project-based learning. Parents are informed about the choice of programs; all of our parents have selected the free-standing ESL program.

Part II: ELL Identification Process

When a new student arrives at KAPPA III, the ESL Coordinator reviews the Home Language Identification Survey (HLIS) for testing eligibility. If it is determined that the student is eligible for LAB-R testing according to the responses on the HLIS, the test is administered and scored. If the student scores within the range to be deemed eligible for ESL services, the parent is informed by letter and invited to attend a Parent Orientation session where the three program model choices are explained. The video (The Parent Connection – An Orientation for Parents of Newly Enrolled English Language Learners) is viewed explaining the programs available to ELLs and a selection form is provided so that the parent may choose a program for their child. Parent/guardians are provided an opportunity to ask questions and become familiar with the ESL teacher, Parent Coordinator and the school. The parent selection form determines the program for the student, which in the case of KAPPA III is Free-standing ESL.

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
Page 26

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 11 | 10 | 6 | | | | | 27 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0 | 0 | 0 | 27 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 27 | Newcomers (ELLs receiving service 0-3 years) | 3 | Special Education | 11 |
| SIFE | 0 | ELLs receiving service 4-6 years | 24 | Long-Term (completed 6 years) | 0 |

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 | 3 | | 2 | 24 | | 9 | | | | | 27 |
| Total | 3 | 0 | 2 | 24 | 0 | 9 | 0 | 0 | 0 | | 27 |

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 |

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 |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 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 | | | | | | | 10 | 9 | 6 | | | | | 25 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | 1 | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | | | | | | | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0 | 0 | 0 | 27 |

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our free standing ESL program combines grade levels and proficiency levels in a blended pullout/push in model to meet required mandated minutes and is taught by one ESL Certified Teacher. Students are pulled out to acquire language in a small group setting. Students are supported in their content area instruction on an individual basis through differentiated activities during this time, which allows for academic language practice. Vocabulary building strategies are made explicit. The ESL Teacher pushes in to literacy instruction to support reading comprehension and the writing process.

The ESL teacher utilizes a variety of instructional strategies based on the results of the NYSESLAT exam and other informal assessment instruments to meet the individual needs of the ELL students. These strategies will address the four modalities which are listening, speaking, reading and writing. The materials that will be used address the varied needs of the students. ESL instructional strategies are aligned with the ELA and ESL standards.

Scaffolds for ELLS include schema building through the use of graphic organizers, such as Venn diagrams to compare and contrast then and now. This builds prior knowledge on a particular topic and helps organize a writing piece. In order to build listening comprehension, students listen to a shared reading and then orally retell what the story is about. Reading comprehension skills and writing skills are taught through vocabulary building exercises. Students are also taught how to chunk information into small more meaningful units. There are also opportunities for students to work in small groups on projects that bring together all modalities of learning. Role playing helps to develop social skills and also gives students the opportunity to make oral presentations in front of other students. In test preparation, students are taught to self monitor how they answer questions that are presented in unfamiliar ways. Native language support is provided through materials available in classroom libraries, and through preview and review translation and clarification, when possible.

KAPPA III supports recently proficient ELLs for an additional year through AIS services. Students are programmed to report to AIS for small group instruction to continue to support their academic language acquisition. Students are provided with rigorous units of study that focus on text complexity, comprehension skills and fluency according to their individual needs.

KAPPA III does not have any newcomers to the country this year. When we do receive newcomers, they are supported by partnering them with peers from the same language group, providing contextualization through the use of pictures, video clips and field trips. Translation to the native language is also utilized when possible.

We have noticed that ELLs need support in elaborating abstract concepts which is supported by Goldenberg's research. KAPPA III provides enrichment for long term ELLs to build background knowledge and expand their connections to understand more deeply content area material. This is done throughout the ELA classroom and all content areas and through regular day ESL instruction as well as during extra-curricular after school and Saturday programs. Scaffolds for ELLs to address the needs include bridging to prior knowledge, modeling, contextualizing content material, schema building and meta-cognitive activities.

Based on ELL achievement, new programs and configurations are considered for the upcoming school year.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

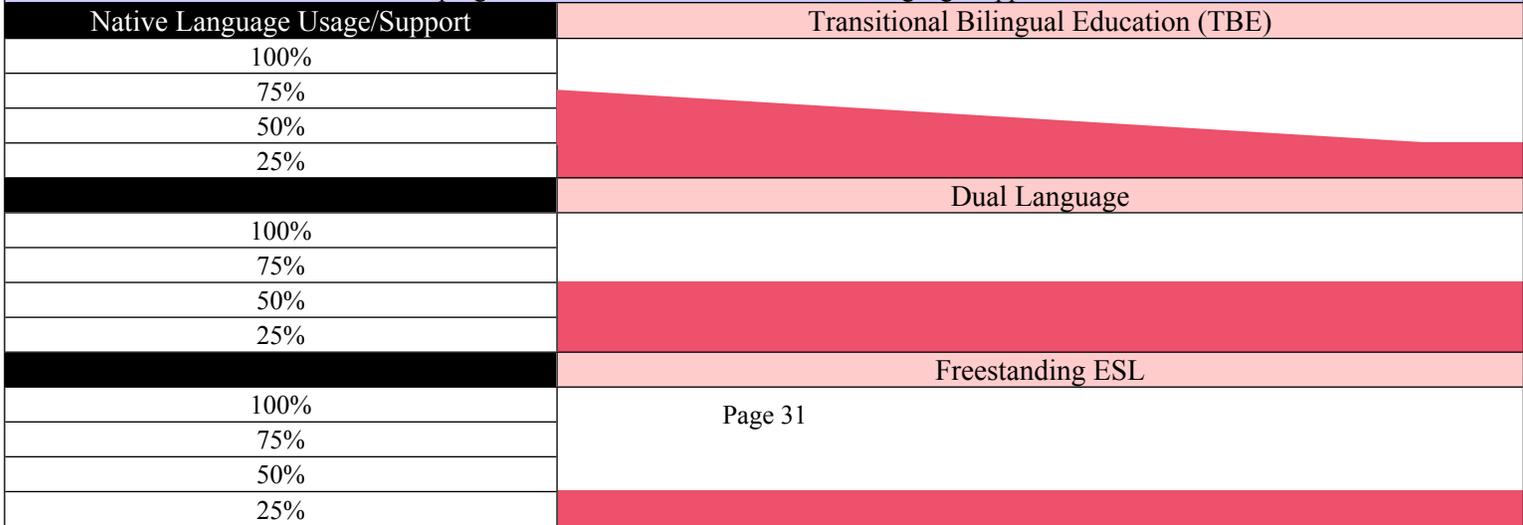
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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?

ESL/AIS/SRP Programs:

We also offer supplementary programs to enhance the learning experience for all the ELL students, in addition to the CR-Part 154 mandates. For example, there is an additional ESL class which takes place during the school day. ELL students receive additional small group instruction and strategies to help them in all content areas as well as preparation for the NYSESLAT, the State ELA exam and the State Math exam. The ESL instructor also implements several programs to support the needs of ELL students such as Renzulli Learning, Study Island, and Acuity, which are computer based programs that allow students to work at their own level and pace while strengthening their reading, writing, and listening skills. Additionally, KAPPA III incorporates I-Ready Test Preparation and Instruction into the ELA classroom to increase reading comprehension and written language skills to prepare ELLs for the state exam. Furthermore, All ELL students are also mandated to attend the State Readiness Program (SRP) after school which utilizes the Buckle Down program to enhance their English Language Arts skills as well as Math Skills. KAPPA also conducts Saturday school using the Kaplan program to offer additional support to the students. Some other materials used to increase English language skills are the English Yes! Series, which has five different levels of English, and teaches students the English language through multicultural folktales.

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.

KAPPA III will have professional development designed for grade and or curriculum meetings. This professional development will present all teachers and staff with proven researched based study that will provide strategies for instruction to enhance student learning. New teachers are provided with professional development opportunities to acquire the seven and a half hours required under Jose P. regulations. This information is recorded in the pedagogue's personnel file. The professional development will be presented by Math and ELA consultants from AUSSIE, SETRC Trainers, ELL Instructional Specialists from the Leadership LSO, Administrators, Bilingual Education Technical Assistance Centers (BETAC) and other outside consultants. The professional development will focus on but will not be limited

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| | | |
|-----------|---|---|
| September | - | The Principles of Learning/Danielson Framework |
| October | - | Orientation to ESL Program |
| November | - | Danielson Framework part II/Analyzing and using Data to Drive Instruction |
| December | - | ESL Methodologies and Strategies |
| January | - | Reading Comprehension and Writing Skills in the Content Area Classroom |
| February | - | Balanced Literacy/Mathematics |
| March | - | Formal and Informal Assessments |
| April | - | NYSESLAT Training |
| May | - | Intervention Strategies |
| June | - | Planning for next year |

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?

One of the "Essential Features" that makes Kappa III unique is it's parental/guardian compact and agreement to excellence. Our school relies on the commitment and support of parents to ensure that students meet high expectations. In doing so, we provide consistent parent meetings to maintain a relationship between the school and general program requirements for English Language Learners. The orientation will be conducted within the first month of school for newcomers to New York City public schools. This orientation will be provided by a school administrator, an ESL teacher and the parent coordinator. Forum will be some of the avenues to maintain consistent communication with our KAPPA III parents. All of the information shared with parents will be disseminated in the language they understand other than English. Our school will have a parent/liaison responsible for making additional outreach gestures to secure all the needs of our parents are attended to. Additionally, KAPPA III will hold ELL parent workshops on Saturdays to give the parents an opportunity to not only learn English, but to learn about the school curriculum and how they can further help their children.

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) | | | | | | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|----|----|----|---|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | L | |
| | | | | | | | | | | | | | | |

| 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) | | | | | | | 2 | | 2 | | | | | 4 |
| Intermediate(I) | | | | | | | 1 | 1 | 3 | | | | | 5 |
| Advanced (A) | | | | | | | 8 | 9 | 1 | | | | | 18 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0 | 0 | 0 | 27 |

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 5 | 5 | 1 | | 11 |
| 7 | 3 | 7 | | | 10 |
| 8 | 1 | 3 | | | 4 |
| 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 | 6 | | 4 | | 1 | | | | 11 |
| 7 | 1 | | 6 | | 2 | | 1 | | 10 |
| 8 | 2 | | 2 | | | | | | 4 |
| 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 | 8 | | 7 | | 8 | | 1 | | 24 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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 III

School DBN: 12 X 3

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-----------------|----------------------|-----------|-----------------|
| Elisa Alvarez | Principal | | 1/1/01 |
| Jean E. Colon | Assistant Principal | | 1/1/01 |
| Brenda McFarlan | Parent Coordinator | | 1/1/01 |
| Amy Maresca | ESL Teacher | | 1/1/01 |
| Rhea Farrell | Parent | | 1/1/01 |
| Daisy Deynes | Teacher/Subject Area | | 1/1/01 |
| Nicole Vairo | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Enlly Paulino | Guidance Counselor | | 1/1/01 |
| Rudy Rupnarain | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |