



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : KNOWLEDGE AND POWER PREPARATORY ACADEMY INTERNATIONAL HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X374

PRINCIPAL: PANOREA PANAGIOSOULIS EMAIL: PPANAGI@SCHOOLS.NYC.GOV

SUPERINTENDENT: ???

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
Panorea Panagiosoulis	*Principal or Designee	
Maria Abreu	*UFT Chapter Leader or Designee	
Georgi Whitfield	*PA/PTA President or Designated Co-President	
Leslian Gomez	DC 37 Representative, if applicable	
Flor Stengel, Blake Whitfield, Adrienne Morris	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Diane Pflug	Member/Teacher	
Christos Tsakalacos	Member/Teacher	
Michel Richardson	Member/Parent	
Manuel Castillo	Member/Parent	
Maritza Sanchez	Member/Parent	
Neris Davis	Member/Parent	
Carmen Rios-Bonilla	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Implement instructional strategies and curricular development to improve ELA Regents pass rates, specifically for students falling in the school's lowest third in cohort 2012 and 2013.

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.

This is a priority area for improving student performance based on the school's progress report.

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 are undergoing professional development training with regards to questioning strategies, as identified by the Charlotte Danielson Teacher Effectiveness Framework, in order to deepen students' understanding of the material. In addition, a modified program to allow for increased instructional time for all students, and an additional ELA course for at-risk students, as well as dedicated common planning time for analyzing student work.

Fall 2011 – Introduction of Danielson Framework and collaborative development of professional development surrounding questioning strategies.

Winter 2011-2012 – Delivery and implementation of professional development

Spring 2012 – Monitoring and revision of effectiveness of questioning strategies

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.

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

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.

All of KAPPA's staff members are Highly Qualified, as defined by NCLB

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.

KAPPA has developed a freshman summer induction program to improve study skills, develop time management strategies and aid them in the acculturation into high school. In addition, guidance counselors, social workers and the parent coordinator work with the Montefiore Health Clinic develop workshops to address community issues, such as violence and bullying prevention, gang and drug awareness and mental health and nutrition.

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.

TL Fair Student Funding – Teacher Salary, Saturday Academy, Teacher Per Session
ARRA RTT Citywide Inst Exp

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.

Implement intervention strategies and curricular development to improve Math and Science Regents pass rates, in order to increase the number of students receiving the Advanced Regents Diploma.

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.

This is a priority area for improving student performance based on the school's progress report.

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.

Year long professional development opportunities, including in-house trainings, trainings hosted by New Visions for New Schools, and International Baccalaureate training, a modified program to allow for increased instructional time for all students, Saturday Academy and after school programming (as well as review hours after the completion of International Baccalaureate examinations in May), and dedicated common planning time to revise the four year curricular sequences in the aforementioned subject areas.

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.
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; 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;

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.

All of KAPPA's staff members are Highly Qualified, as defined by NCLB

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.

KAPPA has developed a freshman summer induction program to improve study skills, develop time management strategies and aid them in the acculturation into high school. In addition, guidance counselors, social workers and the parent coordinator work with the Montefiore Health Clinic develop workshops to address community issues, such as violence and bullying prevention, gang and drug awareness and mental health and nutrition.

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.

TL Fair Student Funding – Teacher Salary, Saturday Academy, Teacher Per Session

ARRA RTTT Citywide Inst Exp

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.

To maximize the number of students participating in the International Baccalaureate Diploma Program

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.

Ensuring that as many of our students as possible are prepared undertake the most challenging high school curriculum available to enable our students to be more successful when confronted with the rigors of college and other post-secondary challenges.

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.

We will ensure that freshmen and sophomores are exposed to IB in the following ways:

- Staff informational presentation
- Student panel
- Visits to other IB schools
- Participation in Creativity, Action and Service (CAS) activities
- Senior extended essay presentations

We will ensure that teachers are exposed to, and enthusiastic about IB in the following ways:

- Workshops • Analysis of IB tasks and educational philosophies
- Visits to other IB schools

We will ensure that both students and staff as prepared as possible for the IB program primarily through the longitudinal backwards planning, skill identification and professional development plans related under goals two and four.

We will ensure that our students are enthusiastic about the IB program in the following ways:

- Reinforcement for positive academic behavior, dispositions and performance
- International-oriented activities
- Promotion of college-related benefits for IB participation

- Awareness of academic benefits of IB
- CAS activities
- Emotional, academic and time-management support

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.

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;

- 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);
- 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;

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.

All of KAPPA's staff members are Highly Qualified, as defined by NCLB

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.

KAPPA coordinates inter-school and college visits both with staff and students in order to ensure consistency of rigorous coursework and enable the development of pedagogical partnerships.

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.

Title 1 Ten Percent

TL Fair Student Funding

Title 1 SWP

TL DY0 Assessment

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.

To analyze and implement the National Common Core Learning Standards in all the subject areas and develop a compendium of trackable skills that will be assessed via performance tasks for each subject area

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.

Improving teacher quality and effectiveness in alignment with the Common Core expectations.

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.

Modified schedule for weekly common planning time, New Visions CCLS implementation workshops throughout the year and revisiting the curriculum in order to align the standards with classroom practices.

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.

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;

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.

All of KAPPA's staff members are Highly Qualified, as defined by NCLB.

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.
 - 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;

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.

TL DY0 Assessment

TL Fair Student Funding

Title 1 SWP

TL Children First

ARRA RTTT Data Specialist

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.

To increase the college prep course index and college readiness index through improved scores on existing college prep courses and SATs as well as increased number of college prep courses.

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.

Priority area for improving student performance based on progress report

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.

College Now, CUNY at home in college, increased number of AP and IB courses to increase college prep course index and Saturday Academy, tutoring opportunities, longer periods for increased instructional hours and modified schedule for common planning time.

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.

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;

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.

All of KAPPA's staff members are Highly Qualified, as defined by NCLB

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.

KAPPA works closely with the CUNY systems for College Now and At Home in College.

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.

TL Fair Student Funding – Counselor

TL Parent Coordinator HS

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	60	60	60	60	8	3		4
10	X	25	25	X	5	4		3
11	20	10	10	25	4	6		2
12	5	5	5	10	3	4		0

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Modified instructional program providing additional time on task (60 minute periods, with double periods as-needed), Saturday Academy, after school one-on-one tutoring
Mathematics	Modified instructional program providing additional time on task (60 minute periods, with double periods as-needed), Saturday Academy, after school one-on-one tutoring
Science	Modified instructional program providing additional time on task (60 minute periods, with double periods as-needed), Saturday Academy, after school one-on-one tutoring
Social Studies	Modified instructional program providing additional time on task (60 minute periods, with double periods as-needed), Saturday Academy, after school one-on-one tutoring
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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.

**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 Deborah Maldonado Cluster 5	District 10	Borough Bronx	School Number 374
School Name KAPPA International High School			

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

Principal Panorea Panagiosoulis	Assistant Principal Andrew Clayman
Coach	Coach
ESL Teacher Sara Lichter	Guidance Counselor Maria Abreu
Teacher/Subject Area Robert Mathew Burke/Humanities	Parent Georgina Whitfield/PTA Pres.
Teacher/Subject Area Gloria Rodriguez/Mathematics	Parent Coordinator Michelle Richardson
Related Service Provider Norma Feriz	Other Heidi Ludwig/PSO Support
Network Leader Barbara Gambino	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	339	Total Number of ELLs	33	ELLs as share of total student population (%)	9.73%
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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. 

10 Paste response to questions 1-6 here

1- KAPPA International H.S opened its door in 2007 and since then added a grade each year. KAPPA became a full school 9 to 12 in 2010 and its first graduation class in 2011. As the school has grown so has the ELL population currently to about 9 percent eligible for ELL services. Since we are a public High School our students most of our students matriculate through the high school application process. Therefore we have two ways of identifying students. When the application ranking session is completed we utilize the RADP report to review new admits to the NYC Department of Education to identify students who identified their home language as other than English to the intake officers in the Office of Student Enrollment. For students admitted after the application process is completed, we review the student's disposition letter from the Office of Student Enrollment for over-the-counter students. These students' parents are then invited for an intake interview with the school's ESL Teacher who conducts the initial informal oral assessment of the child/family home language. If the family cannot communicate with the pedagogue during the intake process and we have a staff member that can interpret for that pedagogue, we utilize them. If not, we utilize the over-the-phone interpretation services provided by the NYC DOE. The guidance counselor (Spanish and English speaker) and the ESL teacher (English speaker) administer the Home Language Identification Survey (HLIS) in their native language. The student and parent are informally interviewed to determine if the student speaks a language other than English. If the student speaks only English, then the student enters the general education program as a non ELL. Otherwise, if the student also speaks a language other than English the ESL teacher administers the LAB-R within the first 10 days of being admitted. If that student speaks Spanish, they are also given the LAB-Spanish to assesses their Spanish abilities, given by the guidance counselor (native Spanish speaker). Based on these results, the parents are sent either the letter of non-entitlement or the letter of entitlement with a request to attend an orientation meeting and complete the Parent Survey and Program Selection Form. All identified students are then administered the NYSESLAT to annually assess their continued eligibility for ELL services.

All ELL's identified by the BESIS and the RBPS report are given the NYSESLAT annually by the ESL teacher. A schedule, based on dates given by the state, for the administering of the NYSESLAT is made in advance to ensure that there is enough time to administer all four parts of the exam, including make-up days for any students who may have been absent.

2. In addition to the showing of the video and the informal conference that occurs when parents are invited during admission, brochures describing the ELL Program Choices are also available in the Parent Coordinators office where she too can explain the choices to parents. If enough students are acquired to have a TBE/DL program, parents who had previously chosen those programs are sent a letter in their language explaining that these programs are now available for their children.

3. After LAB-R scores are obtained, entitlement letters are sent along with the Selection Form and Survey. If parents do not return them by the specified date, outreach is initiated to ensure the collection of documentation. To ensure that all steps are completed, a checklist is maintained to record all transactions related to this process.

4. Placement is decided based on the students LAB-R scores. The schedule is established and the information is relayed to parents. Every effort is made to communicate the required information to parents in their native language. All records are maintained in the student's cumulative folder which is located in the main office as well as a copy with the administrators and the ESL teacher. Each year when the NYSESLAT results come in, parents receive a continued entitlement letter in their native language explaining that their child is still entitled ESL services. The parents receive all flyers or letters about school related activities in their native language. During these

activities translation is provided by staff or over-the-phone translation services.

5. Since most of our ELL's came to us from other DOE schools, we have very limited data to show a trend. However of the 3 selection forms collected this year all have chosen ESL only support.

6. Our ELL program is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	19	Special Education	3
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	19	5	1	7	1	1	7	0	1	33
Total	19	5	1	7	1	1	7	0	1	33

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
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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										13	6	5	2	26
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										4				4
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	17	8	5	3	33								

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?

Paste response to questions 1-7 here

1. ELLs receive language instruction in a self-contained classroom with an ESL instructor. The students are grouped by grade level, and have heterogeneous language proficiency levels within one class. The students receive one daily (60 minutes) of free-standing self-contained ESL instruction. In addition, students are blocked together to receive ESL push-in support in Math, English, and Global History. Several struggling beginner ELLs receive supplemental afterschool support.
2. The school staff ensures ELLs receive the mandated number of instructional minutes by programming them for 60-minute periods and supplementing their learning with ESL push-in for content area classes and afterschool programming as well as providing additional support through books and glossories in their native languages.
3. In each content area, ELLs receive special instruction in reading strategies and vocabulary specific to the academic discipline. The self-contained ESL class focuses on the four skills of listening, speaking, reading, and writing, while incorporating analytical skills from across the disciplines. In all academic areas, ELLs benefit from explicit vocabulary instruction. In addition, ELLs learn testing strategies such as pre-reading questions, using process of elimination, reading for main ideas and supporting details, and using context clues to better understand texts and questions.
4. The LAB-Spanish is used to evaluate new admit students in their own language as well as teacher made assessments based on the LAB-R with help from outside resources (such as NYC DOE translators) for those who speak languages other than Spanish.
5. ELLs receive differentiation through adjusted expectations for their academic process and expected products.
 - a. SIFE students receive special instruction in study skills and time management to help ease the transition into a full academic workload. SIFE students are provided with alternative assessments in order to demonstrate understanding of content while their language skills are developing.
 - b. Newcomers are also provided with alternative assessments in order to demonstrate understanding of content while their language skills are developing. These assessments cover the same grade level content material as the general student population but use as much vocabulary according to their proficiency level as possible. Teachers also differentiate instruction and work for these students during class. They are provided with dictionaries and glossories to help support their comprehension of material. Newcomers work more individually with the instructor within the content classroom, and are paired with a more proficient student of the same native language for additional support. These students are provided with the opportunity to participate in tutoring outside of classroom instruction. Newcomers are also provided with a self-contained ESL class, as well as push-in support during content classes.
 - c. ELLs receiving services for 4-6 years are regularly assessed to track their individual progress in all four language skill areas. The self-contained instruction as well as push-in model focus on addressing specific weaknesses. In addition, the goal is to have students become more aware of individual strengths and weaknesses for self-correction and to develop skills consistently.

A. Programming and Scheduling Information

- d. Long-Term ELLs receive intensive instruction in applicable skills directed at specific content areas. Since these students usually have mastery of BICS but lack Cognitive Academic Language Proficiency CALP, instruction focuses on reading and writing strategies with models that carry across academic disciplines. Students learn to work through the processes of editing and analysis independently for future success.
6. Teachers scaffold academic language to support SWDs and ELLs students in their content areas through uses of print (context glossary in their native language, dictionaries in both the native language and English, as well as content area textbooks in native languages), Creating and Understand Rubrics, plus visual aides and technology designed to developing English language proficiency.
7. The school has incorporated CARE instrument to support academic rigor for the ELLs, all students participate in regular instructional program with ESL support to ensures continuity of rigorous instructions. The curriculum\ instructional progam is aligned with mandated ESL/ ELA and content learning standards and the core curriculum. Curriculum Design Team develop and implement Understanding by Design UbD units and Curriculum Mapping . Technology information across the curriculum including power point iMovies, and wikis. All ESL Students are granted equal access and encouraged to participate in all school programs. Supplemental services are offered to all ELLs, which includes the lunch tutoring program and the Saturday Enrichment Academy. They are not only designed to support ELLs with current academic work but also include targeted instruction to prepare students for Regents Exams and Language Assessmenets such as the NYSESLAT.

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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Paste response to questions 8-17 here

Beginners receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for a 60min English class 5 days per week. (Total time=540 minutes)

Intermediate ELLs receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for one 60min math class, and one 58min Global History class. (Total=360 minutes)

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?

Paste response to questions 8-17 here

Beginners receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for a 60min English class 5 days per week. (Total time=540 minutes)

Intermediate ELLs receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for one 60min math class, and one 58min Global History class. (Total=360 minutes)

Advanced ELLs receive 60 min per day five days per week in a self-contained ESL class. (Total=180 minutes)

8. ELLs receive targeted intervention in English, Math, History, and Science using a variety of methods. Students are assessed for particular language skills and content area knowledge in order to have targeted assistance during push-in support, a lunch and after school tutoring programs, and in designing curriculum for the self-contained ESL class. See answers to below numbers for specific materials and enrichment programs provided to ELLs.

9. After ELLs test proficient on the NYSESLAT, they continue in their regularly scheduled ELA classrooms for English instruction. The ESL instructor at the school offers professional development for ELA teachers to assist them in using strategies, which support former ELLs. During department meetings, teachers review lesson plans to analyze instructional methods and search for better ways of differentiating. The ESL instructor continues to act as a liaison between departments, and meets individually with former ELLs to discuss their progress. All ELL students received testing accommodations according to state mandates.

10. For the upcoming school year, the school will formalize and mandate a lunch tutoring program to assist students in any content area in which they require additional assistance. ELLs receive assistance from an instructor as well as native English speaking classmates during this period.

11. There are no programs/services being discontinued at this time.

12. ELLs are granted equal access and encouraged to participate in all school programs. Teachers advertise opportunities during class time, opportunities and activities are posted in English and Spanish and there is no language pre-requisite in order to ELLs students to participate. Supplemental services offered to ELLs include the lunch and after school tutoring programs, Saturday Academy, Film Society, Drama Club, Chess Club, middle school recruiting team, and all sports teams. The Saturday Academy and lunch tutoring program not only are designed to support ELLs with current academic work, but they also include targeted instruction to prepare students for Regents exams and language assessments such as the NYSESLAT.

13. A range of instructional materials are used to support ELLs. In the classroom, students have independent reading novels, bilingual glossaries and dictionaries, thesauruses, dialogue journals, and textbooks. Classrooms contain bilingual word walls and student-generated visuals and examples of exemplary work as reference for future learning. In addition, classrooms contain Smartboards for heightened visual and interactive instruction. Laptops are available for check-out, both for all-class work and individual assignments. Instructors can also check-out laptops in order to use audio and video materials in the classroom.

14. The school offers self-contained ESL instruction. Within the classroom, English is predominantly used, however students are often paired heterogeneously in order to allow higher proficiency English speakers to support their less proficient peers. When necessary, native language is used amongst students to elicit ideas and explain academic concepts. Multiple members of the teaching and administrative staff are bilingual and available to help in situations in which additional native language support is necessary.

15. The current services and curriculum corresponds appropriately to ELLs' ages and grade levels. For example, in the self-contained ESL class, content from courses such as Global History is incorporated through historical fiction to enrich learning across the disciplines.

16. Newly enrolled ELLs visit the school to meet members of the administrative and teaching staff. They receive a welcome packet

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?

Paste response to questions 8-17 here

Beginners receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for a 60min English class 5 days per week. (Total time=540 minutes)

Intermediate ELLs receive 60mins per day five days per week in a self-contained ESL class. In addition, each week they receive push-in support for one 60min math class, and one 58min Global History class. (Total=360 minutes)

Advanced ELLs receive 60 min per day five days per week in a self-contained ESL class. (Total=180 minutes)

8. ELLs receive targeted intervention in English, Math, History, and Science using a variety of methods. Students are assessed for particular language skills and content area knowledge in order to have targeted assistance during push-in support, a lunch and after school tutoring programs, and in designing curriculum for the self-contained ESL class. See answers to below numbers for specific materials and enrichment programs provided to ELLs.

9. After ELLs test proficient on the NYSESLAT, they continue in their regularly scheduled ELA classrooms for English instruction. The ESL instructor at the school offers professional development for ELA teachers to assist them in using strategies, which support former ELLs. During department meetings, teachers review lesson plans to analyze instructional methods and search for better ways of differentiating. The ESL instructor continues to act as a liaison between departments, and meets individually with former ELLs to discuss their progress. All ELL students received testing accommodations according to state mandates.

10. For the upcoming school year, the school will formalize and mandate a lunch tutoring program to assist students in any content area in which they require additional assistance. ELLs receive assistance from an instructor as well as native English speaking classmates during this period.

11. There are no programs/services being discontinued at this time.

12. ELLs are granted equal access and encouraged to participate in all school programs. Teachers advertise opportunities during class time, opportunities and activities are posted in English and Spanish and there is no language pre-requisite in order to ELLs students to participate. Supplemental services offered to ELLs include the lunch and after school tutoring programs, Saturday Academy, Film Society, Drama Club, Chess Club, middle school recruiting team, and all sports teams. The Saturday Academy and lunch tutoring program not only are designed to support ELLs with current academic work, but they also include targeted instruction to prepare students for Regents exams and language assessments such as the NYSESLAT.

13. A range of instructional materials are used to support ELLs. In the classroom, students have independent reading novels, bilingual glossaries and dictionaries, thesauruses, dialogue journals, and textbooks. Classrooms contain bilingual word walls and student-generated visuals and examples of exemplary work as reference for future learning. In addition, classrooms contain Smartboards for heightened visual and interactive instruction. Laptops are available for check-out, both for all-class work and individual assignments. Instructors can also check-out laptops in order to use audio and video materials in the classroom.

14. The school offers self-contained ESL instruction. Within the classroom, English is predominantly used, however students are often paired heterogeneously in order to allow higher proficiency English speakers to support their less proficient peers. When necessary, native language is used amongst students to elicit ideas and explain academic concepts. Multiple members of the teaching and administrative staff are bilingual and available to help in situations in which additional native language support is necessary.

15. The current services and curriculum corresponds appropriately to ELLs' ages and grade levels. For example, in the self-contained ESL class, content from courses such as Global History is incorporated through historical fiction to enrich learning across the disciplines.

16. Newly enrolled ELLs visit the school to meet members of the administrative and teaching staff. They receive a welcome packet

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?

Paste response to questions 1-4 here

1. We have an active PTA and organize regular grade level academic curriculum nights for parents to learn about the content in the different subject areas. We also provide college readiness information meetings for parents where we discuss student requirements for graduation, college admission and application requirements as well as other pertinent related topics. All students including ELLs and their parents are invited to attend all school events. The school has a full time parent coordinator who is especially involved with new students and parents' questions. Parents are routinely contacted to report student progress, and in-person meetings are scheduled to address more complicated issues. Parents are invited to evening events related to academics as well as extra-curricular activities. One of the Spanish-speaking members of the staff provides translation services for Spanish speaking parents, while students translate for non-English or Spanish speaking parents.
2. Due to the fact that we are a new school and have limited ELL parents we have yet to establish partnerships for this purpose, however we plan to begin researching options for the future.
3. The needs of parents are established through communication with the parent coordinator and or the guidance counselor. At parent/teacher conferences at the beginning of the year, concerns are established through conversation with teachers, who then communicate those concerns to the parent coordinator who, in turn, develops a plan for addressing those concerns. Translation at parent/teacher conferences is provided by bilingual staff members where available, or students.
4. Our parental involvement activities fully serve the needs of our ELL students and the concerns of ELL parents by providing them the information they need to be successful in high school and in their college careers. They include science night, college and career awareness, International Baccalaureate night and internship meetings. Translation is provided by bilingual staff members where available, or students.

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.

Paste response to questions 1-3 here

1. All teachers at KAPPA receive professional development with regards to instruction of ELLs. In addition to the ELL population, a large percentage of KAPPA's students are either former ELLs and the school is working in a focused manner to improve the language skills of all students in all classes. The training begins prior to the start of the academic school year with an acculturation of the idea that all KAPPA teachers are teachers of reading and writing. This is followed by a discussion (via brainstorming and role-playing) of strategies used to support language acquisition (visual aids, explicit instruction of vocabulary, graphic organizers). The remainder of the professional development occurs on the departmental level as teachers identify content-specific strategies to better target the needs of ELLs. While much of this work is performed internally, specialists from New Visions for Public Schools provide additional support and insight. In addition ELL personnel receive professional development within the school through bi-monthly workshops on differentiation. Outside of school, ELL personnel attend the New York state TESOL conference as well as periodic trainings through the Bronx BETAC office.
2. In order to best support students and train staff in the transition from middle to high school, the year begins with a 3-day

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2. In order to best support students and train staff in the transition from middle to high school, the year begins with a 3-day orientation to build a strong foundation (see answer 13 in Part B). During students' ninth grade year, they receive training and special emphasis on study skills, time management, and an introduction to academic materials and resources both inside and outside of the school building.
3. All teaching staff receives professional development in assessment, Lesson planning, effective group work and differentiation, especially as related to teaching various language levels. This takes the form of weekly departmental meetings where they discuss ELL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and students' work/need. Records are kept through meeting minutes.

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2. Due to the fact that we are a new school and have limited ELL parents we have yet to establish partnerships for this purpose, however we plan to begin researching options for the future.
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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										9	1		1	11
Intermediate(I)										4	2		1	7
Advanced (A)										4	6	4	1	15
Total	0	0	0	0	0	0	0	0	0	17	9	4	3	33

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

NYS ELA

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

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

Paste response to questions 1-6 here

1. The school uses the LAB-R and past NYSESLAT scores to assess the initial language level. In addition, to assess reading levels, the school uses the Teacher's College running record system individually with ELLs. The school also uses Regents and DY0 assessment for monitoring ELL progress. The data shows that the majority of ELLs in high school read at between a 4th grade and 8th grade reading level, and therefore tests and assignments need to be adapted accordingly.

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	0	3	0
Integrated Algebra	25	0	21	0
Geometry	6	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	5	0	0	0
Earth Science	16	0	3	0
Living Environment	17	0	5	0
Physics	0	0	0	0
Global History and	6	0	4	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	5	0	1	0
Foreign Language	14	0	12	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-6 here

1. The school uses the LAB-R and past NYSESLAT scores to assess the initial language level. In addition, to assess reading levels, the school uses the Teacher's College running record system individually with ELLs. The school also uses Regents and DYO assessment for monitoring ELL progress. The data shows that the majority of ELLs in high school read at between a 4th grade and 8th grade reading level, and therefore texts and assignments need to be adapted accordingly.
2. Based on LAB-R and NYSESLAT scores, students are more likely to test proficient in listening/speaking. In fact, no students above the 9th grade test as less than proficient in listening/speaking. In contrast, the reading/writing skills take longer to develop. Throughout all four high school grade levels, students require instruction and extra practice in reading and writing skills. 9th graders, however, especially beginners who are relatively new to the country generally achieve lower scores on all four components. Presumably, through sitting in a year in English-speaking content courses, the listening and speaking skills have developed at a faster rate than the reading and writing skills, which require more direct instruction.
3. Based on the patterns in data, instruction in all grade levels will emphasize reading and writing skills. Listening and speaking skills will continue to be taught, especially on a more advanced level for academic and professional purposes. However, instruction will forefront critical skills needed for academic reading and writing in all content areas.
4. a. ELLs tend to develop listening and speaking skills faster than reading and writing skills. In general, the academic vocabulary and

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Panorea Panagiosoulis	Principal		12/15/11
Andrew Clayman	Assistant Principal		12/15/11
Michelle Richardson	Parent Coordinator		12/15/11
Sara Lichter	ESL Teacher		12/15/11
Georgina Whitfield	Parent		12/15/11
Robert Mathew Burke/Humanities	Teacher/Subject Area		12/15/11
Gloria Rodriguez/Mathematics	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
Maria Abreu	Guidance Counselor		12/15/11
Barbara Gambino	Network Leader		12/15/11
Heidi Ludwig	Other <u>New Visions/PSO</u>		12/15/11
Norma Feriz	Other <u>Related Services</u>		12/15/11
	Other		
	Other		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: KAPPA International	DBN: 10x374
Cluster Leader: Deborah Maldonado	Network Leader: Barbara Gambino
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ✱Other: Push-in services
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ●11 ●12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: In addition to the regular mandated ESL services that are delivered through daily direct instruction, the school has two strategies for providing additional support to struggling ELLs.

1) A group of four beginner ELLs meet in an after school program with the ESL teacher in order to provide assistance with classwork in the core content areas. This time is necessary to allow them to work together, both in their native Spanish and in English, to ensure that they have a sufficient grasp of the material covered in class in order to proceed with their homework independently.

2) The ESL teacher provides push-in services in mathematics several times per week to beginner and intermediate ELLs. Since mathematics is less language intensive and more skill-based than the other content areas, with a small amount of strategic, small group support and modeling, the ESL teacher is able to help the ELLs overcome language barriers and master the material. 25 students benefit from this program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: All teachers at KAPPA receive professional development with regards to instruction of ELLs. In addition to the ELL population, a large percentage of KAPPA's students are either former ELLs and the school is working in a focused manner to improve the language skills of all students in all classes. The training begins prior to the start of the academic school year with an acculturation of the idea that all KAPPA teachers are teachers of reading and writing. This is followed by a discussion (via brainstorming and role-playing) of strategies used to support language acquisition (visual aids, explicit instruction of vocabulary, graphic organizers). The remainder of the professional development occurs on the departmental level as teachers identify content-specific strategies to better target the needs of ELLs. While much of this work is performed internally, specialists from New Visions for Public Schools provide additional support and insight.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ELL parental engagement focuses on the commitment necessary on the part of ELLs in order to make the gains necessary to master the academic content. At schoolwide parent activities (Parent teacher conferences, science night, introduction to the International Baccalaureate Program), special attention and consideration is given to the parents of ELLs to discuss additional supports and strategies necessary to ensure the necessary progress of the student. Parents are informed of these activities via letters that are sent home and an automated phone messaging system.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		