



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

DBN: 13K596

PRINCIPAL: LISA REITER

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SUPERINTENDENT: BARBARA FREEMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Lisa Reiter	*Principal or Designee	
William Pulice	*UFT Chapter Leader or Designee	
Spencer Saxon	*PA/PTA President or Designated Co-President	
Charles DeGregorio	Member/ teacher	
Geoff Bryson	Member/ teacher	
Tamika Fraser	Member/Parent	
Jean-Claude Baptiste	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

- Expand the use of classroom observations including analysis of student work and classroom data to provide effective professional development for all staff. DOE Quality Review, Dec 18-19 2012

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- By June 2013, improve teacher effectiveness with meaningful feedback and next steps from short, frequent cycles of observations tied to student outcomes. Feedback will be aligned to the Danielson Rubric. Teachers will be observed at least 6 times throughout the year and feedback will be used to development professional development to improve teacher practice.

**Instructional strategies/activities**

- Principal and assistant principal will visit each teacher's classroom at least 6 times throughout the year and provide teachers with written and/verbal feedback aligned to the Danielson Rubric and tied to student work.
- Feedback will provided within 48 hours of an observation
- Feedback will result in improved teacher practice.
- Teachers will receive professional development around the Danielson Rubric and teacher effectiveness at least 3 times a year
- Teachers will participate in developing in norming activities
- A calendar for teacher observations will be developed and followed to ensure all teachers are receiving timely observations and feedback.
- Principal and Assistant Principal will regularly attend weekly department meetings to support teacher development around completing recommendations.
- All practices are ongoing and will be complete by June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Teachers will have professional development at least once week. 2 times a month the professional development will be tied to student work analysis.

- Teachers have 5 periods of common planning each week to complete this work
- Funds will be set aside to support needed professional development.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Develop rigorous curricula emphasizing key standards, and higher order thinking skills in all content areas to meet the needs of all learners. NYC DOE Quality Review Dec 18-19, 2012

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

By June 2013 all students will complete Common Core aligned units in core subjects which will lead to a 5% increase on the ELA and Math state exams. Throughout the school year ELA, math, science, and social studies departments will develop and/or revise and implement two Common Core aligned units. Units will be:

- Aligned to the selected CCLS
- Assess student learning through performance tasks that are Level 3 or Level 4 based on DOK

- All English, math, social studies, and science teachers will participate in weekly department meetings with support from the principal, assistant principal, network math coach, and/or TC staff developer
- Departments will review the Instructional Shifts in Literacy or Math to guide their unit planning and development of performance tasks.
- Departments will use meeting time to refine curriculum maps and units
- Departments will analyze student work that comes out of the first unit and use it to guide the development and revision of the second CCLS aligned unit.
- Students will complete the 2<sup>nd</sup> performance task that has been developed/revised based on 1<sup>st</sup> performance task student work. (April-June)
- Principal and/assistant principal will meet regularly with teacher leaders, join department and team meetings and coordinate work.
- Practices are ongoing and will be completed by June 2013
- Purchase student text books, like Great Books, to support student mastery of select CC standards and improve student overall performance as measured on the NYS ELA Exam.

- Schedule identifying common planning time for departments
- 1-2 sample units that demonstrate the CCLS including copies of performance tasks, rubrics, student work

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here \_\_\_\_\_

**Service and program coordination**

Funds will be used to purchase Great Books and TC professional development

Teachers have weekly common planning time by department and weekly PD to support this goal.

Each Friday teachers have professional development.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

- Align teacher practices with the school's beliefs on how students learn best when engaged in rigorous curricula for all learners in order for students to produce meaningful work. DOE Quality Review: Dec18-19, 2012

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- By June 2013, 90% of teachers will plan lessons and units that are aligned to the workshop model and engage students in rigorous and complex tasks.

**Instructional strategies/activities**

- Principal and Assistant Principal will conduct informal and formal observations at least 6 times a year using the Danielson Framework to support teacher growth.
- Professional development provided to strengthen teachers' understanding and practice of designing coherent instruction and engaging students in learning.
- Weekly Common Planning time for departments
  - Principal and Assistant Principal will attend common planning to support teachers in their planning
  - Teachers will use the school-wide lesson plan template to ensure all components of the workshop model are planned for
  - Departments will analyze student work monthly and meet with Principal and Assistant Principal to discuss rigor and mastery of CCS.

All practices are on-going and will be completed by June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teachers will receive professional development once a week and use common planning time that is built into the schedule to analyze student work and discuss rigor and mastery of CCS.

Money will be set aside to support professional development



**Service and program coordination**

- Teachers have common planning in their schedule and meet Fridays for professional development.
- Money will be set aside to support professional development

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Only 36% of parents completed the Learning Environment Survey and monthly PTA meetings average 3 parents at each meeting.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- x  
\_\_\_ 6.2 Welcoming environment                      \_\_\_ 6.4 Partnerships and responsibility
- x  
\_\_\_ 6.3 Reciprocal communication                      \_\_\_ 6.5. Use of data and families

**Annual Goal #5**

- By June 2013, increase parent involvement by 5% by creating a welcoming school culture and providing parents opportunities to volunteer in school projects as measured by PTA attendance.

**Instructional strategies/activities**

- Teacher advisors facilitate regular communication between school and parents regarding upcoming events, workshops and student progress.
- Teachers collaborate with the parent coordinator to develop workshops for parents to support CCS and other workshops based on parent interest and need such as test prep and high school/college readiness.
- Teacher advisors and parent coordinator keep log of phone calls to ensure all students/parents receive at least one call every 2 weeks that is positive and/or informative.
- Create opportunities for parents to volunteer in the classroom and/or attend learning exhibitions each trimester.

Additional strategies to increase parent involvement

- Partnership with Publicolor to repaint the school in warm colors. Students and parents have the opportunity to work with Publicolor to paint the school.
- Work with the DOE Parent Academy to build parent coordinator’s capacity
- Offer parents volunteer opportunities with school projects such as Broadway Jr.
- All activities are on-going and will be completed by June 2013

**Budget and resource alignment**

- Indicate your school’s Title I status: x  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Funds will be used for teacher per-session for workshop planning and facilitation.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	28 Remediation Support based on item analysis or assessments	Small group push in Pull out	During school day
Mathematics	30 Remediation Support based on item analysis of assessments	Small group push in/pull out	During the school day
Science	Remediation Support based on item analysis	tutoring	After school
Social Studies	Remediation support based on item analysis	Tutoring	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	10: Small group and 1:1 counseling	Push In/Pull out	During school day

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Facilitate professional development on the use of Acuity, , teacher-created assessments, and New Visions data tools.

- Utilize New Visions Teacher Tracker to fill vacancies.
- Have teacher's attend professional development provided by New Visions
- Teachers attend

Teachers work with a Teachers College staff developer

Teachers attend TC Professional Development

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

PEACE Academy will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

Parents play a vital role in their child's education and development. Like their children, parents have rights and responsibilities.

- Parents have the right to know the expectations, programs, attendance, and discipline policies of the school.
- Parents have the right to know and understand the instructional program of the school.
- Parents have the right to know the progress their child is making in a timely manner.
- Parents have the right to visit their child's teachers and other school personnel with an appointment.
- Parents have the right to be treated with courtesy and respect by the school community.
- Parents have the responsibility to send their child to school in proper dress code.
- Parents have the responsibility to attend Parent-Teacher-Student Conferences.
  - Parents have the responsibility to support their child in completion of homework and projects in a timely manner.
- 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:**

With nurturing and support, students will respond to a quality education in an environment that is conducive to learning and community building. Towards this end, students have rights and responsibilities.

- Students have the right to know what appropriate behavior is.
- Students have the right to know they are safe.
- Students have the right to be treated respectfully and justly.
- Students have the right to be in an environment that is mindful and respectful of cultural diversity.
- Students have the right and responsibility to know and understand the consequences of their behavior.
- Students have the responsibility to attend school regularly and punctually.
- Students have the responsibility to meet the deadlines for class work and homework.
- Students have the responsibility to respect the property of the school and others.
- Students have the responsibility to follow directions of school faculty in keeping with school rules.
- Students have the responsibility to respect themselves and others concerning their cultural diversity.
- Students have the responsibility to observe the dress code.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

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

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

Principal <b>Lisa Reiter</b>	Assistant Principal <b>Rhenaye Hornsby, Amy Rodriguez</b>
Coach	Coach
ESL Teacher <b>Jessica Lee</b>	Guidance Counselor <b>Eton Bent</b>
Teacher/Subject Area <b>Factor, Brown-Washington/ELA</b>	Parent
Teacher/Subject Area <b>C. Dorschuck, K. Massamba/Math</b>	Parent Coordinator <b>Kathleen Green</b>
Related Service Provider <b>Jeanette Gonzalez/ICT</b>	Other <b>type here</b>
Network Leader <b>Alexis Penzell</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>155</b>	Total Number of ELLs	<b>21</b>	ELLs as share of total student population (%)	<b>13.55%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
<b>Dual Language</b> <small>(50%:50%)</small>							0	0	0					0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							0	2	0					2
<b>Push-In</b>							4	7	8					19
<b>Total</b>	0	0	0	0	0	0	4	9	8	0	0	0	0	21

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	0	8	0	2	0	0	0	19
Total	11	0	0	8	0	2	0	0	0	19

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	7	5					13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French									2					0
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### 1a. Pull out Model

#### 1b. Homogeneous by proficiency level

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

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

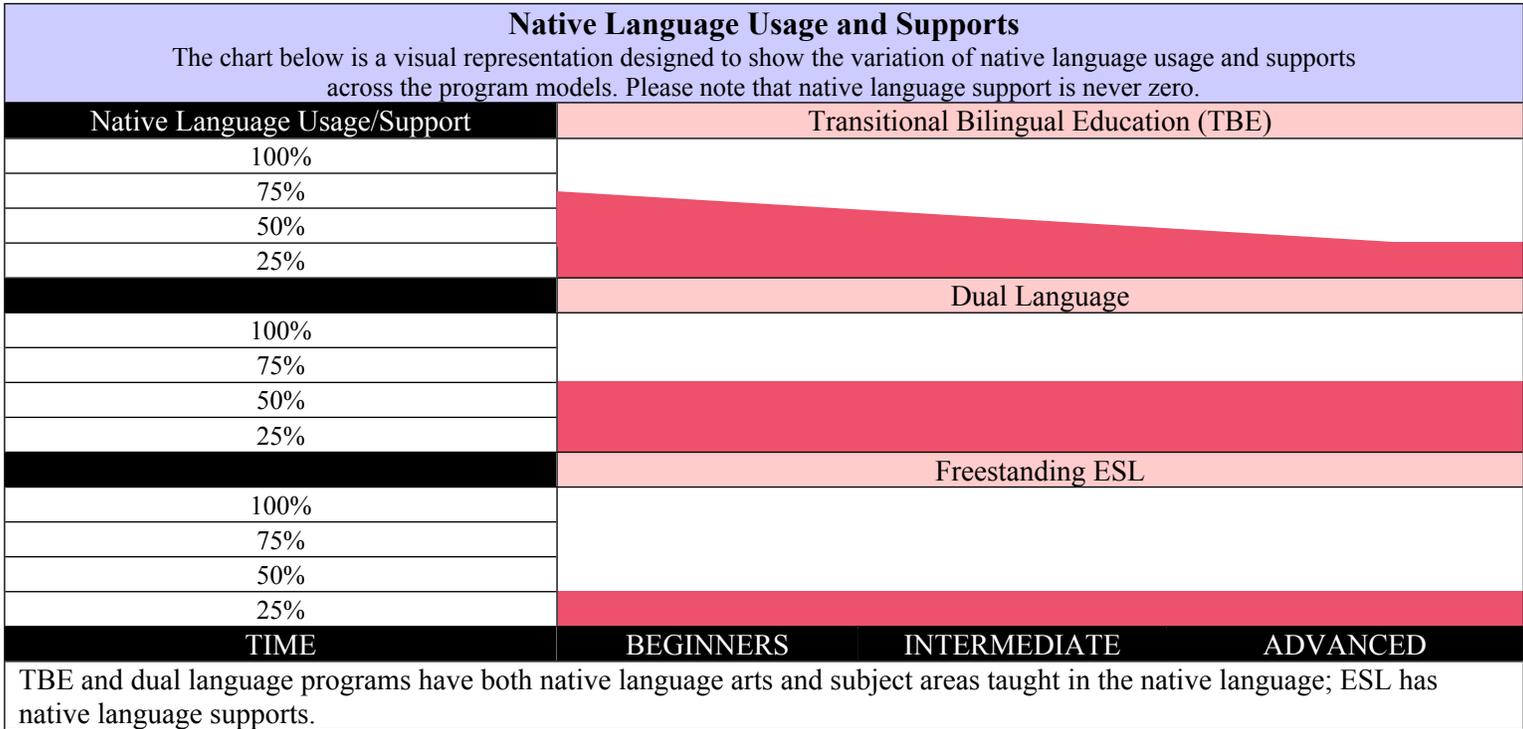
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Our targeted intervention plan for ELLs in the content areas is to designate specific teachers in each grade level as the teacher for social studies, ELA and science for which ELLs will be programmed. These teachers will receive professional development training through our ESL teacher and through outside workshops. Targeted interventions for the core subjects (ELA, math, science, and social studies) include building academic vocabulary across the content areas, integrating the fundamentals of language development throughout. In addition, all content areas require students to maintain reading and writing journals, and portfolio work to document students' growth.
9. Our plan for continuing transitional support is to program students for an ELA prep class for one year. Students also are offered after-school tutoring with ESL teacher and content teachers. All ELL's who reach proficiency on the NYSESLAT are given extended time and separate location testing modifications.
10. We plan to expand our Title III tutoring program and plan to send content and ESL teacher to professional development sessions on delivering content to ELLs.
11. No services will be discontinued.
12. Tutoring in all content areas is available for ELLs. In addition, ELLs attend targeted tutoring session run by our ESL teacher in collaboration with content teachers. All students, including ELLs, are offered the same curricular programming, as well as participation in our after school program with Sports and Arts in Schools Foundation.
13. A variety of instructional materials are used including: novels, plays, poems, short stories, anthologies, grammar text books at the beginning, intermediate and advanced levels, learner's dictionaries, writing handbooks, current magazines and periodicals, dvds, songs. From a technology standpoint, ELLs can log into the student portal of McGraw-Hill's Acuity, where skill-specific activities can be assigned for each student to practice, both at school and at home. Information for logging on is sent home in a student's home language, as it was identified in the Home Language Survey (records kept in main office). Additional enrichment materials, through Kaplan, are leveled and used at the just-right level for ELL students.
14. Spanish speaking students are programmed for Spanish language classes based on their level of proficiency. Periodic assessments are available in native languages. A small selection of dual language books are part of classroom libraries.
15. Required services support and correspond to ELL's ages and grade levels. ESL support is guided primarily upon the designation from the LAB-R and by grade (that is, 6<sup>th</sup> grade Beginners work together, while 8<sup>th</sup> grade Beginners also work separately).
16. Newly enrolled ELLs attend an orientation run by our Parent Coordinator before admittance. During this orientation, students are interviewed and a writing sample is obtained to assist in programming. All students attend orientation on the first day of the semester. For students entering the school mid-school year, the ELL (and parents, when available) meet with the Guidance Counselor and ESL teacher to discuss programming, activities, expectations, and supports available.
17. Spanish language elective is offered to ELLs.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

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

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

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

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

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	3		3		4		1		11
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

1. Our school uses TCRWP for all students. This exam reveals the reading level of each student, and the specific literacy skills that students need to develop to reach an appropriate grade level. Based upon ELL data, the majority of our ELLs fall within the Beginner range, followed by the next largest number in the Advanced range. This information reveals the importance of incorporating the fundamentals of the English language (comprehension, grammar, and vocabulary) as part of the ESL program, as well as across the content areas. To help facilitate this, a professional developer from Educhange is working with all staff members in scaffolding best practices to optimize knowledge transfer to all students.
2. The data patterns across NYSESLAT modalities reveal that most of our Beginner students need specific development in Listening and Speaking, while Intermediate and Advanced students need support in reading and writing. The LAB-R reveals the majority of ELLs entering the school need assistance within the Speaking and Listening domains.
3. Patterns suggest that Beginner classes focus on speaking, listening, vocabulary development and grammar. Intermediate and Advanced classes focus on reading and writing that will prepare students for college. This information is turn-keyed from the ESL teacher to administration, who reviews the data and works with the New Visions network, as well as Educhange, to provide professional development to all content area teachers. As the school uses the TC model for ELA, ELA teachers are also sent to TC professional development sessions, which allows them to use best practices in teaching academic vocabulary and comprehension.
4. Students are having the most difficulty in the ELA exams. Although we give students a choice to take the exam in English or their native language, none of our students chose to take the exam in a language other than English. Based upon information obtained from Periodic Assessments, the entire staff meets for weekly Inquiry Team meetings, and the teaching staff meets three days a week for Professional Learning Communities, to examine, analyze and disaggregate the data. Findings enable the ESL teacher to more specifically target skills during the pull out times.
5. We do not have a dual language program at this school.
6. We evaluate the success of instructional programs by looking at scholarship and assessment data through ATS (report REXM for longitudinal data), LAB-R and NYSESLAT data, and then comparing this information with performance in content area classes as well as analyzing performance for specific skills in the Periodic Assessments.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

**School Name: KAPPA VII**

**School DBN: 13K596**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Reiter	Principal		1/1/01
Rhenaye Hornsby/Amy Rodriguez	Assistant Principal		1/1/01
Kathleen Green	Parent Coordinator		1/1/01
Jassica Lee	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eton Bent	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **13K596** School Name: **KAPPA VII**

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

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

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