



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** KNOWLEDGE AND POWER PREPATORY ACADEMY IV

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M302

PRINCIPAL: JUAN VIVES

EMAIL: JVIVES2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

## 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
Dr. Juan Vives	*Principal or Designee	
Jon Hoffmeier	*UFT Chapter Leader or Designee	
Claudio Catderal	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Nicole Bryant	Member/ Parent	
Sandra Rosario	Member/ Parent	
Angela Aracena	Member/ Parent	
Adel Aldahbani	Member/ Teacher	
Alison Shilling	Member/ Teacher	
Crystal Mitchell	Member/ Teacher	
David Martinez	Member/ Teacher	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

**ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1 – By June 2013, 100% of pedagogical staff will receive professional development focused on building content area capacity to enhance student learning potential by strengthening the alignment of unit plans with the common core learning standards in response to student learning needs.**

**Comprehensive needs assessment**

- **Data gleaned from the NYS English Language Arts (ELA) and mathematics examinations scores supports the need for the development and/or revision of Common Core aligned unit plans.**
- **Based on feedback from conversation around work started last academic school year, we decided that core content area teachers will develop or revise two Common Core aligned unit plans to be implemented during the 2012-2013 school year.**
- **The Citywide Instructional Expectations, relevant Common Core instructional shifts and CCLS alignment protocols were examined to articulate the need to execute two well-aligned Common Core units.**

**Instructional strategies/activities**

- **All teachers will meet weekly with an administrator to create and revise Common-Core aligned units of study.**
- **Teachers will participate in bi-weekly department meetings focused on, but limited to, common core learning standards and receive professional development support from colleagues, school administration or Network achievement coach.**
- **Network achievement coach will assist teachers with the selection of an appropriate protocol to examine student work and ensure alignment with selected Common Core Standards; findings will be used to revise unit plans accordingly.**
- **Administration will regularly visit department team meetings to coordinate CCLS implementation across grades and oversee implementation of stated initiatives.**
- **Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first CCLS unit and repeat the cycle for the second unit.**
- **Professional development will be designed to help teachers specifically prepare Unit and lesson plans which reinforce the skills students will need to meet the rigorous expectations set forth in Common-Core aligned tasks.**
- **Teachers will also be asked to use information gleaned from student work to identify gaps in student performance as well as identify targeted interventions to maximize student learning potential and also help students meet the expectations set forth in Common Core aligned tasks.**

**Strategies to increase parental involvement**

**Inform parents of school goals and objectives as well as the introduction and implementation of the Common Core Learning Standards (CCLS) and alignment of City-Wide Instructional shifts. Moreover, parents will be encouraged to take a more active role in supporting our efforts to increase student academic performance. Parental workshops will be aligned to student achievement and graduation requirements.**

**Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Title I School-Wide Program funding is used under OTPS for Curriculum & Staff Development, Educational Consultants, and Professional Development for Highly Qualified teachers and for parental involvement. Collaboration with our Network to provide professional development around the Common Core Learning Standards. Assign school based instructional leads to work with school administration and Network support staff to identify resources germane to the work.**

**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 – At least 50% of students will demonstrate evidence of improvement of at least one level (on a common rubric) in their ability to support conclusions drawn from texts in their assignments between Fall 2012 and Spring 2013.**

**Comprehensive needs assessment**

- A review of the 2011-2012 ELA test data as well as results from the periodic assessments demonstrate a deficiency in students' ability to support conclusions drawn from text and to read closely to determine what text says explicitly.
- The nature of the core subjects (excluding mathematics) require students to read closely to determine what the text says explicitly and to make logical inferences from it.

**Instructional strategies/activities**

- Professional development sessions around Common Core-aligned evidence-based reading for information units will be provided to teachers.
- Teachers will participate in professional development on how to grade the reading assessments using common rubrics.
- Teachers will collaboratively plan reading units that develop student capacity in targeted areas; Instructional resources from the Common Core Library will serve as design models.
- A common rubric and protocol will be used to assess student understanding of reading for information units.
- All English, science and social studies teachers will implement two Reading for Information units with their students by May 2013.

**Strategies to increase parental involvement**

Inform parents of school goals and objectives as well as the implementation of the Common Core Learning Standards (CCLS) and alignment of City-Wide Instructional shifts. Moreover, parents will be apprised of the importance of using rubrics to measure learning, specifically how to use them to monitor and assist with student achievement.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- **Instructional leads have been identified to assist in the creation of a common rubric that will be used to determine students' proficiency in determining what the text says explicitly and to make logical inferences from it. Assistant Principals and Network achievement coaches will provide guidance and resources connected to the creation, implementation, revision, and assessment of its effectiveness and impact on instruction.**

**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 – To implement a system of regular, formative assessment of teacher practice by conducting frequent cycles of formative classroom observations and provide feedback and next steps in order to improve the effectiveness of all teachers’ pedagogical practice.**

**Comprehensive needs assessment**

- In order to effectively implement the City-wide instructional shifts frequent classroom visits accompanied by formative feedback aligned to school-selected competencies is necessary for an improvement of teacher practice.

**Instructional strategies/activities**

- In conjunction with teachers, select the competencies that will be focused on throughout the year.
- Monitor classroom instruction to ensure alignment to school selected Danielson’s competencies.
- Familiarized teachers with protocols that will be used to engage in conversations around pedagogical practice.

**Strategies to increase parental involvement**

Inform parents of school goals and objectives as well as the implementation of the City-Wide Instructional expectations. Moreover, parents will be encouraged to take a more active role in supporting our efforts to increase student academic performance. Parental workshops will be aligned to student achievement and promotional requirements. We will continue to conduct parent workshops with topics that may include: Common Core Learning Standards; grade-level curriculum and assessment expectations; and the understanding of educational accountability.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Use Fair Student Funding to purchase resources needed to support teacher development in Common Core Learning Standards. Use Tax Levy to hire an Assistant Principal. Purchase software designed to provide substantive feedback. In addition to formal/informal observation checklists and narratives the Administrative observer and Teach Boost software will also be used to provide feedback.

**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 - To increase parental involvement by providing parents with additional opportunities to have a more active role in supporting our efforts to enhance students' ability to meet instructional expectations**

**Comprehensive needs assessment**

- Parent attendance at workshops, programs, and school sponsored events.
- Information provided by parents on the school survey
- Feedback provided by parent coordinator, Network, and our in-house Community Based Organizations.

**Instructional strategies/activities**

- Provide information to parents through telephone calls, emails, and letters to maintain them informed of their children's progress.
- Continue monthly town hall style meeting with our community of parents, where needs are addressed and ideas are valued. Familiarize parents with school goals, expectations, common core learning standards, and common core instructional shifts.
- Flexible workshop schedule will be created in order to maximize parental attendance.
- Maintain parental component of school website current.
- Enlist the assistance of the parent coordinator to address parents' questions, comments, and concerns.
- Monitor the frequency of communication with parents and make adjustments when necessary.
- Increase parental utilization of ARIS parent link.

**Strategies to increase parental involvement**

Inform parents of school goals and objectives as well as the implementation of the Common Core Learning Standards (CCLS) and alignment of City-Wide Instructional shifts. Moreover, parents will be encouraged to take a more active role in supporting our efforts to increase student academic performance. Parental workshops will be aligned to student achievement and graduation requirements. We will collaborate with outside organizations and CBO's to provide students with enrichment services, which will include, but are not limited to, tutoring, specialized high school preparation, art, sports, and other special and academic enrichment services.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

**Use Fair Student Funding to purchase resources needed to support teacher development in Common Core Learning Standards. We will collaborate with outside organizations and CBO's to provide workshops for parents that encompass those topics which are germane to increasing their involvement in the school community. Additionally, Computer Literacy and English As a Second Language classes will be provided to parents to increase learning opportunities.**

**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	Saturday Academy Extended Day After School Program Data Inquiry	Small group instruction Tutoring One-to-one Push-in/Pull-out	Saturday mornings Lunch time After school During the school day
Mathematics	Saturday Academy Extended Day After School Program Data Inquiry	Small group instruction Tutoring One-to-one Push-in/Pull-out	Saturday mornings Lunch time After school During the school day
Science	After School Program (8 <sup>th</sup> grade)	Tutoring Push-in/Pull-out	After school Lunch time During the school day
Social Studies	Scheduled tutoring for struggling students	Tutoring Push-in/Pull-out	Lunch time During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interventions involving: School-based conferences focused on goal setting, problem solving, and emotion management	Small group One-on-one	Lunch time During the school day After school

	<p>Interagency meetings  Collaborative conferences  Continuous case studies  Individual counseling as per IEP  Educational planning conferences and, if needed, consultation with teachers/parents  Physical examinations  Provide care for chronic and acute medical conditions  Immunizations</p>		
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### **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.

**Teacher recruitment and retention strategies utilized at KAPPA IV are as follows:**

- **Staff teams canvass hiring fairs for potential teaching candidates.**
- **Collaboration with colleges**
- **Collaborate with network HR director to ensure pedagogues meet criteria for employment**
- **Provide mentors for new staff**
- **Provide ongoing professional development around best teaching practices**
- **Formal and informal observation in order to provide formative feedback and track teacher development**
- **Develop individual goals for teacher development aligned to City-Wide Instructional expectations**

**Currently, all pedagogical staff is highly qualified. However, we will continue to provide staff with professional developments around best teaching practices.**

**(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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**Knowledge And Power Preparatory Academy IV**  
**PARENT INVOLVEMENT POLICY (PIP)**

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-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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- 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**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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 with 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.

**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 Maldonado/Judi Aronson</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>302</b>
School Name <b>KAPPA IV</b>			

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

Principal <b>Juan Vives</b>	Assistant Principal <b>Cynthia Qasim</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>David Martinez</b>	Guidance Counselor <b>Corey Levine</b>
Teacher/Subject Area <b>Douglas Almanzar</b>	Parent
Teacher/Subject Area <b>Patrick Prophile</b>	Parent Coordinator <b>Rosa Jaquez</b>
Related Service Provider <b>Alison Shilling</b>	Other
Network Leader <b>Judi Aronson</b>	Other

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>14</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>194</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>10.31%</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. 

At KAPPA IV, we meet with the parents of any incoming ELLs at registration and provide them with information about the program we offer. We speak with the potential student and do a preliminary language assessment. During the initial meeting the ESL teacher, Mr. Martinez, administers a Home Language Identification Survey (HLIS) and conducts an informal oral interview in English and in the native language (whenever possible). Mr. Martinez thoroughly explains the different program options available for ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL, if parents do not choose an ELL program the default program is Bilingual) and then discusses the parent's preference with them. The parent is also informed that KAPPA IV only offers an ESL program and if another program should become available they will be notified via letter and/or phone call. Given that we only offer a Freestanding ESL program, we explain how the student can benefit from the program we offer. As required, we assign the student to a temporary class. The assignment is based on the discussion with the parent and the preliminary assessment of the student's language abilities. Within the prescribed time period, we administer the LAB-R and the Spanish LAB, if required, and review the results. In most cases, the results match the tentative class placement. We also have a formal orientation with the parent which comprises a discussion of the ESL mandates outlined in the ELL Parent Information Case (EPIC), a review of the program, the student's test results, and feedback from teachers. In most cases, the results match the tentative class placement. At this point the parents complete the parent survey and program selection forms. All letters and surveys are reviewed to identify potential trends and plan for program adjustment based on those trends. Program selection forms and surveys are kept in the main office and a copy is also given to the ESL teacher (Mr. Martinez). In the beginning and the middle of the year student entitlement letters are backpacked and mailed to the parents of all ELLs in English and in their native language (where applicable).

Difficulties arise when the responses on the home language identification survey or a previous LAB score discovered in the computerized files in Automate The Schools (ATS) indicate the need for ESL services and the parent feels that the child speaks English. We discuss the reasons and the benefits of ESL instruction for the student. We take the parents to visit the classrooms in the recommended program. In these cases, we comply with the state mandates, monitor the student's progress and continue to communicate with the parents. In general, our program is aligned with parent request and because there is no definitive predictor of the number of first-time arrivals moving into a neighborhood who need a program on any particular grade level; we project and set up classes based on previous enrollments. In addition, we annually review ATS reports (specifically the RLAT) to identify students who are required to take the annual NYSESLAT assessment and also order the appropriate materials from the NYS state testing office. Students required to take the NYSESLAT are reminded of the test window and the appropriate schedule modifications are made to ensure that the students are tested in all four modalities of the test (Listening/Speaking Reading/Writing). Moreover, all tests are administered during the prescribed testing window.

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	6
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	1	0	6	0	2	8	0	4	20
<b>Total</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>4</b>	<b>20</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

**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							3	6	3					12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian							1							1
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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

We provide push-in services for small groups in the ESL classes. The teachers collaborate and target the students to receive the services in each cycle. By providing designated students with small group instruction, they are able to make progress in learning the strategies and skills in which they are deficient. We will establish an ELL Academy to provide additional services on three afternoons per week. In addition, we will provide instructional sessions for 3 – 4 days during each extended school vacation during the year. Letters are sent home explaining the program and asking parents to sign up their children. The letters will be distributed at Parent-Teacher conferences in November and February. Our parent coordinator will make calls to parents to explain the program and encourage them to register their children. Additionally, she will contact parents when students are absent to impress upon them the importance of continuity of instruction and regular attendance in the program.

Our long-term ELLs receive ELA instruction as well as ESL services as part of their weekly schedules. The ESL teacher will also push-in to content area classes in order to reinforce strategies learned during ESL pull-out sessions specifically for at-risk students and long-term ELLs. Small group instruction allows the student to receive instruction geared to the students' specific needs. The ESL and content area teachers confer in planning sessions. They examine the data and determine the students' deficiencies and then plan programs to strengthen the students' skills. Both our long-term ELLs and SIFE students are encouraged to participate in the ELL Academy on Saturdays, after school and during vacations using NYSTL money. The SIFE students are given additional support through guided reading sessions provided during the extended day enrichment period. Long-term ELLs are also provided with independent reading assistance, which includes selection of text and assistance with independent reading strategies. In addition, all ELLs are provided the opportunity to participate in various test prep programs offered by the school. The test prep program is deliberately differentiated to meet language needs as well as IEP mandates if applicable. Title I library money will also be used to purchase appropriately leveled, high interest and native language books.

ELLs identified as having special needs receive ESL services and special education services. In both cases, the students receive small group, targeted instruction. The ESL teacher works on the language deficiencies and the special education teacher works on the needs identified in the IEP. Students with special needs are also encouraged to participate in the ELL Academy to strengthen their language skills.

Our students are grouped according to their NYSESLAT levels. The beginner and intermediate level students are mandated for 360 minutes of ESL instruction per week. The advanced level students are mandated for 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. The class with intermediate and advanced level students receives 180 minutes of ESL instruction and 360 minutes of ELA instruction per week. All of our ELLs receive at least 450 minutes of English Language Arts per week, which is above the state mandate. Instruction is provided by certified teachers. Each of our classes serving ELLs has 12 or 13 periods of ESL/ELA push-in services per week.

Explicit ESL plays a very important role in instruction for our ELLs. Our ESL teacher incorporates activities to develop the students' skills in listening, speaking, reading, and writing in both programs. For example, the ESL teacher incorporates choral/group readings to provide a "safe" environment for practicing the pronunciation and fluency of words and phrases. Listening centers allow students to listen to different voices and train their ears to become attentive to the sounds of the English language. Concurrently, students internalize the language patterns and structures in a non-threatening atmosphere. Peer groups are set-up to provide opportunities for students to share vocabulary and language expressions as well as ideas before sharing in a whole class setting or have to put their words down on paper.

## A. Programming and Scheduling Information

Brainstorming, webs and other organizers are activities which develop vocabulary and phrases within groups to prepare students for independent written work. All content area teachers are provided with professional development specifically designed to help address the language needs of ELLS. The scheduled professional development helps content area teachers scaffold speaking, listening, reading, and writing with developmentally appropriate activities to enable students to master skills and complete higher level activities. Explicit ESL instruction scaffolds the learning to enable students to accomplish higher level tasks and work independently in the reading and writing workshops. Finally, we provide opportunities for Ells and SWDs to participate in all extra curricular activities regardless of their language level and also provide non ESL teachers with professional development designed to promote better a understanding of the specific needs of ELLs and SWDs. Finally, provisions for extended time and separate location are made during testing to accommodate the specific needs of our ELL and SWD population.

### 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			

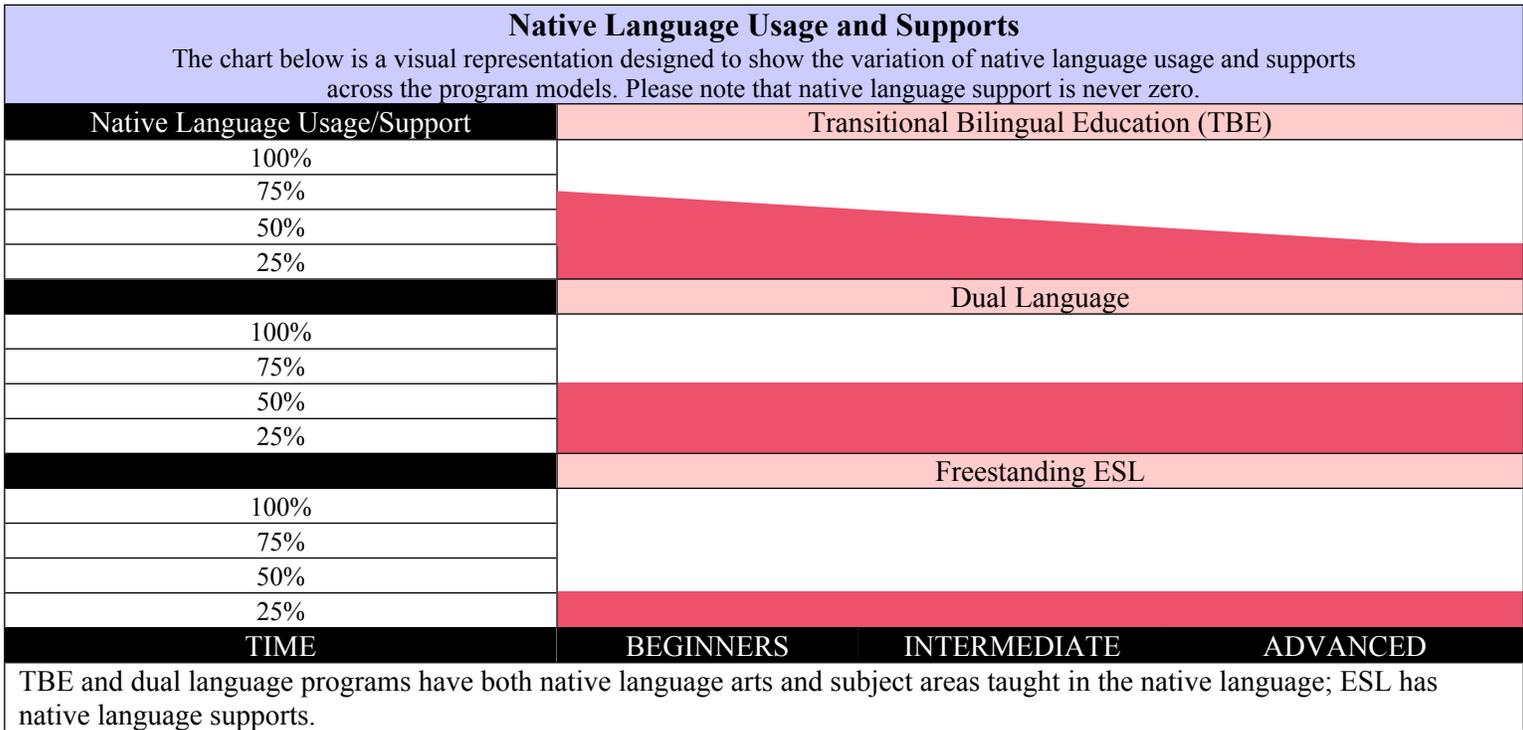
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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**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?

We address all four modalities in all classes; we do however, spend more time on activities which lead to improved reading and writing. Math teachers use Impact mathematics for instruction and specifically work on helping ELLs write reflections in math journals and also expose ELLs to specific vocabulary needed for mathematics. In the reflections, students explain processes they use to solve problems or methods they use to arrive at solutions. Using the Foss kit based Science curriculum the science teachers have ELLs complete labs and write about labs they do. They will write explanations of charts and data incorporated into procedural narratives of the work. In social studies, teachers use a variety of low level high interest materials to help ELLs better understand the content. The Social Studies teachers also have students write as if they were characters in different time periods explaining their views in letters to the editor and editorials. Teachers will do read alouds in the content areas to enhance listening skills. Students take notes, discuss and write about the pieces they have heard. Students read historical fiction and high interest low level non-fiction pieces related to unit themes to make the curriculum content more accessible. The pieces provide a frame of reference for understanding the dense content material that students struggle with in grade level textbooks. Since all of our ELLs are in an ESL program and not a bilingual program, we are not assessing them in the native language. However, all ELLs reading levels are assessed 3 times a year using the DRA+. Subsequent to the assessment all services provided to ELLs are age and grade level appropriate.

### **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.

Since ELLs are expected to meet the same standards as all students, their teachers are mandated and encouraged to attend grade level and departmental professional development sessions and meetings. In order to stay up to date with changes in policy and procedures regarding ELLs, the ESL teacher, assistant principals, and outside consultants have provided workshops on analyzing data, data driven instruction, incorporating test prep into the workshop model, classroom management, unit planning, etc. All teachers, administrators, guidance counselors and other related service providers serving ELLs at KAPPA IV are required to attend the aforementioned and also encouraged to attend demonstration lessons. The professional development provided includes, but is not limited to identifying ELLs, targeted interventions for ELLs, and a review of mandates. After attending professional development teachers will be encouraged to invite colleagues to observe their lessons and provide feedback for in-depth discussions of effective instructional practices specifically designed to help ELLs with language acquisition.

## 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?

All members of the school faculty and staff are charged with continually recruiting parents to participate in all aspects of the school community. In consultation with the SLT our Parent Coordinator uses various methods including distribution of flyers, phone contact, scheduled meetings, and focused workshops to promote family involvement in the school community. Workshops include the following: ARIS Parent Link, individual health, family support, employment and educational training, curriculum and strategies. During curriculum nights parents have an opportunity to experience the day in the life of their child. Parents of ELLs are invited to an ESL specific orientation as well as 2 informational meetings. Moreover, parents are encouraged to take on leadership roles in the School Leadership Team (SLT), Title I committee, and the Parent Teacher Association (PTA). We also provide parents ample opportunities to showcase their individual and collective talents in a manner that is mutually beneficial to themselves, their children and the school community. Through Parent surveys, we evaluate the needs of parents and discover the perception and feelings parents have about school life. To further increase parental involvement we provide translators for all our meetings as well as translated versions of all correspondence that is communicated via letter or on our school website. Additionally, we also collaborate with the following community based organizations: Columbia Presbyterian hospital, Sylvan learning centers, Liberty Partnerships Program, and the 32 precinct. All agendas and sign in sheets regarding the above are maintained by the school parent coordinator and assistant principal.

# 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)							0	1	0					1
Intermediate(I)							1	1	2					4
Advanced (A)							4	8	3					15
Total	0	0	0	0	0	0	5	10	5	0	0	0	0	20

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1	0	0	5
7	2	4	4	0	10
8	1	4	0	0	5
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		4		1		0		5
7	2		4		4		0		10
8	1		4		0		0		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									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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.

Based on the results of the New York State English as a Second Language Achievement Test (NYSESLAT) in our ESL program 15 of our students are at the advanced level 4 are at the intermediate level and 1 are at the beginner level. When we examine the components, at the beginner level we have 1 student for listening/speaking.

From analysis of the results of the LAB-R and/or NYSESLAT, (please note because no new arrivals enrolled in the school no LAB-R test were administered )there are certain data patterns noted across proficiency levels and grades. The ESL teacher, SLT committee, and parent coordinator use the data to identify patterns across the four modalities and make suggestions about how to better align the school's instructional model with the actual needs of our ELLs. Based on the data gleaned from the Periodic Assessment the progress made by ELLs varies with the student (regardless of grade) and is dependent on the literacy level in the native language, the amount of time spent in an academic program in the native country, the quality of the program/school in which the student participated, etc., as well as the student's personality. Some students appear to progress very quickly and others seem to make no progress; but this is not a true indicator, since the amount of time a student spends in a passive stage varies and is not a predictor of language acquisition. In our ESL program, the students also usually progress at their own speed. An additional factor which influences growth and progress is the continuity, or the consistent time in the country. It is difficult for students who have alternated between living in an English speaking school system and a Spanish speaking school system. At all proficiency levels, we notice that the higher scores are in listening/speaking. The reading/writing scores are usually lower since it requires more time for students to reach proficiency in these skills. We address all four modalities in all classes; we do however, spend more time on activities which lead to improved reading and writing.

### 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 IV

School DBN: 05M302

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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**School Name: KAPPA IV****School DBN: 05M302****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juan Vives	Principal		12/1/11
Cynthia Qasim	Assistant Principal		12/1/11
Rosa Jaquez	Parent Coordinator		12/1/11
David Martinez	ESL Teacher		12/1/11
	Parent		1/1/11
Douglas Almanzar	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
Corey Levine	Guidance Counselor		12/1/11
Judi Aronson	Network Leader		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		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: **05M302** School Name: **KAPPA IV**

Cluster: **51** Network: **511**

**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.

Currently, the Principal, ESL teacher, and Parent Coordinator translate letters, reminders, and other sources of information that are delivered to our families' homes.

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.

Families need translations needed in Spanish, French, Creole, and Arabic. Students are given the written documents but at times fail to provide their families with these documents.

**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.

Translations in Spanish will continue to be provided by the Parent Coordinator, ESL teacher, and School Principal. The school will Also utilize translation services, including sign language and languages other than English or Spanish, provided by the NYC DOE when needed. Translations in Spanish will continue to be provided by the Parent Coordinator, ESL teacher, and Assistant Principal. The school will Also utilize translation services, including sign language and languages other than English or Spanish, provided by the NYC DOE when needed.

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.

The Parent Coordinator, ESL teacher, Principal, Community Associates, and other faculty and staff members who speak a second language will be utilized to communicate orally with parents and/or families.

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>.

A copy of the Bill of Parent Rights and Responsibilities will be distributed to families whose primary language is not English. Translated signs explaining the availability of interpretation services will be displayed on the Parent information board. Information regarding parents' accessibility to the school during emergencies will be explained in the campus' Safety Plan.