



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: KINGS COLLEGE SCHOOL

DBN: 10X094

PRINCIPAL: DIANE DA PROCIDA

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SUPERINTENDENT: MELODIE MASHEL

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.

Name	Position and Constituent Group Represented	Signature
DIANE DAPROCIDA	*Principal or Designee	
VALERIE DASH	*UFT Chapter Leader or Designee	
AMALYN DE LA CRUZ	*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	
MARYANN ZAHM	Member/	
ELLIE DIAZ- WALTERS	Member/	
VALERIE ROWE	Member/	
TERESA CUTLER-ROSA	Member/	
MOST KHATUN	Member/	
MS. ROMAN	Member/	
	Member/	

** 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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

ESCA 2010 – 2011 Report: 1. Implement with fidelity the components of the balanced literacy model.

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By implementing the components of the balanced literacy model overall student performance on the 2013 NYS ELA test will increase above 2.62.

Instructional strategies/activities

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

By June 2013 the following will be accomplished: During the 2012-2013 school year, the vision of the School Leadership is to provide the support to increase the student proficiency level. The following structures were developed to support this initiative; cohort teams were established on each grade to facilitate streaming of students during the literacy blocks. All teachers within a specific cohort share the same preparation periods to facilitate teacher team planning and review of student performance levels in each cohort. ESL teachers push-in and or pull-out, to provide instructional support aligned to the CCLS instructional units of study for Intermediate and Advanced Level ELL students. AM Extended Day academic services target students in the lower quartiles (Levels 1 and 2). Literacy focused enrichment is also provided for students in the higher quartiles (Levels 3 and 4). RTI services are customized to provide small group intervention support and mandated IEP services based on student need. Evidence of small group differentiated instruction during the literacy block is closely monitored by administration using informal observations. Student progress is tracked using multiple measures throughout the school year including baseline writing assessments, literacy performance tasks, Sight Word quizzes (Grades K – 2), Foundations end of Unit Tests (Grade K), administration of DRA increased from three times a year to five times a year, and the use of Acuity Interim and Predictive Assessments twice a year. Teachers and students, Grades 2 through 5, have developed individual goals

based on in-house Performance Task assessments and regular interim assessments implemented throughout the year. As they reach their goals they will revise them. Teachers meet with administrators to analyze and discuss student progress. Students who are not moving along the performance continuum are identified and targeted for more intense remediation. The School Leadership shares with the School Community steps to be taken for our students to reach proficiency levels on the 2013 NYS ELA Test at School Leadership Team Meetings, Parent Association Meetings, and scheduled parent meetings.

SUPPLEMENTAL SERVICES: There will be a Title I Afterschool Academy for students in grades two – five, three days a week for an hour and a half each day. Students will receive small group instruction in literacy and math. Instructional materials which supplement those used in the regular school program will be purchased to support this initiative. Extended day academy students will be engaged in close reading as required by the CCLS using Great Books Foundation materials. Library books and materials purchased through Ingram Library Services will serve as supplement classroom close reading instruction as well as to provide alternate materials for extended day reading instruction. Award Reading will provide 24 hour access to supportive instruction for students and their parents. Wilson and Triumph materials will be purchased to support students targeted for intense remediation. Benchmark materials will be used for periodic assessment. Textbooks and supplies will support supplementary instruction for over 600 youngsters. The academic program will be supplemented by aesthetic education. Consultants from Arts Horizon will work with teachers and students to integrate arts education into extended day and week activities. Informational text that provided a counterpoint to that used during regular instruction will be purchased through Scholastic and Abrams. Title III funds will be used to run an Afterschool Program for our ELL students in grades kindergarten through second grade. The program will run three days a week for an hour and a half each day. Title III Immigrant Funds will be used to fund a Saturday Academy for students in grades three through five who are of immigrant status. Materials to support this program will also be purchased using the Title III funds. A secretary supported by priority/focus funds will oversee attendance, payroll, materials preparation, inventory and collection and parent contact.

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 ^X
 Title IA Title IIA Title III Set Aside Grants X Other-describe here: Priority/focus

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).
- Tax Levy funds will be used to hire highly qualified teachers for all classroom and out of classroom positions.
- Title 1 SWP funds will be used to hire higher highly qualified UFT Center Coach, Lead Teachers and out of classroom Academic Intervention Teachers. Title 1SWP OTPS funds will be used to purchase instructional materials that are aligned to the CCLS for all classrooms.
- Title 1SWP funds will also be used to support teacher development for inter-visitations, and out of school professional development offerings.
- Title I Priority funds will be used to provide supplemental after school services in English Language Arts and Math to students in grades second through fifth three days a week, and on Saturdays. There are 172 students actively enrolled in the Title I Afterschool Program. There are 20 teachers and one supervisor

working per-session in the Afterschool Program. There is one secretary working per-session in the program. The programs will provide small group instruction in math and English Language Arts. The instructional materials purchased will support development of literacy and math skills. Priority/focus funds used for per session: 20 teachers x 5 hours per week x 20 weeks/ 1 supervisor x 8 hours per week x 20 weeks/ 1 Secretary x 5 hours per week x 20 weeks.

- Title III supplemental funds will be used to provide afterschool supplemental instruction in English Language Arts and Math, to English Language Learner students in kindergarten through second grade. There are 72 students actively enrolled in the program. There are 5 teachers and one supervisor working per-session in the program. The program will run from December 10th through March 21st, 2013.
- Title III Immigrant funds will be used to run a Saturday Academy will provide small group instruction in literacy and math. There are 90 students enrolled in the Saturday Academy. There are 11 teachers and one supervisor working in this program. The Program will run for nine Saturdays.
- Priority/focus textbook allocation will purchase supplementary books and instructional materials.
- Priority/focus supply allocation purchase supplies that support extended day and week activities
- Priority/focus educational consultants allocation will purchases the services of Arts Horizon.

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. ESCA 2010 – 2011 Report, page 6: Develop and implement a multiyear plan to align the school's curriculum, instruction, assessments and instructional materials to the Common Core Standards.

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By aligning our math curriculum with the Common Core Standards we will increase student PROFICIENCY LEVEL on the 2013 NYS Math Test above 2.81.

Instructional strategies/activities

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

The school leader and teachers ensure that teacher collaboration within the grades and across subjects exist to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. Classes on each grade have been divided into Cohort groups to facilitate streaming of students during the math block. All teachers within in a specific cohort share the same preparation periods to facilitate teacher team planning and review of student performance levels in each cohort. The school leader and teachers develop a data-driven culture based on student needs, assessments, and analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes. RTI services are customized to provide small group intervention support and mandated IEP services based on student need. AM Extended Day academic services target students in the lowest third percentile. In order to facilitate collaboration, replacement teachers will be hired so that teachers in horizontal and vertical inquiry teams can participate in professional learning, and engage in intra and inter-school visitation.

Teachers ensure that unit and lesson plans that are aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher order thinking skills and build deep conceptual understanding and knowledge around specific content .Everyday Math pacing calendars continue to be realigned to the Common Core State Standards for all grades Set times are established during each week to practice developing fluency with basic facts in grades first through fifth using EDM games and timed progress monitoring tools . Every

day Math Progress Check analysis are conducted after every administration. Teachers meet to analyze student performance on the checks and identify those who are not mastering specific skills. Intervention plans for those students involving small group instruction during the math block as well as during AM Extended day are developed and closely monitored. Acuity Math baseline results for grades three to five, second grade EDM baseline results, and initial basic math facts performance results are used for beginning of year individualized goal setting for students in grades second through fifth. Student performance on Math Performance Tasks is closely monitored. Teachers meet to review and discuss student performance after each administration. Next steps will be planned for students who do not demonstrate growth in problem solving strategies. Small group instruction for these students is closely monitored.

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: ^x _Priority Focus_

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). Tax levy funds will be used to hire highly qualified teachers for all classrooms and cluster instruction. OTPS Title 1 SWP funds will be used to purchase needed instructional materials. Per session Title 1 SWP funds will be used for teachers to work out of school time on revising the EDM calendar and classroom instruction based on the CCLS.

Priority/focus per session 5 teachers x 10 hours x 6 months

Title1 Priority/focus per diem funds will be used to support teacher collaboration for inter-visitations, professional learning and team meetings – per diem teacher(s) x 150 days.

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

ESCA Report 2010 – 2011 – page 6 - #2 Develop and implement with fidelity a plan to ensure challenging, engaging, and intentional instruction in every classroom.

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

There will be an increase in teacher effectiveness using the Danielson Framework Questioning and Discussion Domain rubric as an informal observation tool to ensure that our teachers will have challenging, engaging, and intentional instruction in every classroom. By June 2013 75% of our classroom teachers will have been informally observed at least three to four times a year using the Danielson Framework.

Instructional strategies/activities

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

The Danielson Framework was rolled out to the entire staff in Sept. of 2012. Additionally teacher team meetings will be conducted on every grade to discuss the questioning and discussion techniques as well as incorporating accountable talk to foster engaging classroom. The teachers will work during common planning time to select books and develop questions that demonstrate higher order thinking skills. Teachers will share these questions during common planning. An informal observation tool is used to observe classroom to observe teacher practice using the Danielson Questioning and Discussion Techniques Rubrics. Teachers will meet with their administrators to debrief about what was observed. Teachers will also have opportunities to observe each other's instruction to see the techniques modeled. All grades have one common planning period or lunch periods scheduled together to facilitate grade level meetings. All classroom teachers will be involved in this work.

Agendas and sign in sheets will document teacher meetings focused on the Danielson Framework Questioning and Discussion Techniques.

Observation schedules and documented feedback to teachers will be evident.
Teacher professional practice during instructional time will be more reflective of teacher as facilitator using a wider variety of questions to challenge students , and student behavior will show them taking a more active role in both questioning and discussion, this information will be documented in teacher feedback .

• 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 x 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).
- Tax Levy funds will be used to hire highly qualified teachers for all classrooms. Title1 SWP funds will be used to support teacher collaboration for inter-visitations and team meetings. OTPS funds will be used to support the purchase of professional resources as needed.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

ESCA REPORT 2010 – 2011: Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- 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.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals
- To positively impact student outcomes through safety and respect and overall school culture and community, PS94 will fully implemented Universal PBIS this school year to ensure that the components of effective classroom management are evident throughout the building so that the percentage of major and minor incidents will decrease over time by at least 50% by June 2013.

Instructional strategies/activities

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

Student Social and Emotional Developmental Health has been enhanced by the full implementation of the internationally-recognized PBIS program. Our school culture is being defined by a standard set of expectations for both staff and student behaviors, moving toward consistency in discipline measures as well as providing social/emotional support to needy students by administration, teachers, guidance, PBIS clusters, and Learning Leaders. Safety and respect are key values evident by the first “S” and “R” in our school acronym: STARS. Students are regularly acknowledged for meeting school-wide expectations through whole-class recognition in the STARBUCKS class recognition system. An individual student acknowledgment system was rolled-out to the faculty in November and to the students in December. Individual students are now recognized for working towards and reaching their goals through the STARS Tickets Program. STARS Tickets are redeemable in our School Store.

All staff receive STARBUCKS and STARS Tickets to award to worthy classes and students throughout the school day. Classes that earn 30 STARBUCKS receive their choice of a class party; Individual students are able to “shop” at the School Store for tangible as well as intangible items ranging from 5 to 200 Tickets.

Students who make progress in their Behavior Intervention Plans (BIPs) earn STARS Tickets. PBIS Booster Assemblies occur every other month to reinforce school-wide expectations. Classes are formally recognized at PBIS Assemblies to foster continued appreciation of desired behaviors.

We track school-wide and individual student behaviors through SWIS (School-Wide Information System). Minor and Major Incident forms are regularly entered into the SWIS system for review at weekly SWIS meetings. The team analyzes student incident data and identifies students, problem behaviors, and areas of the building that need to be monitored more closely for causal factors. Guidance and Administrators receive copies of SWIS Reports on a weekly basis.

Furthermore, the SAVE Room, staffed by a full-time teacher, functions as an additional support for students to gain insight into their behavior. A Peer Mediation Program assists students in solving conflicts peacefully.

Parent workshops are held to provide caregivers with an understanding of the school-wide STARS expectations and to encourage the use of positive reinforcement home.

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 ^x Title IA Title IIA Title III Set Aside Grants ^x Other-describe here: Priority focus

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).

• Tax Levy funds are used to fund two full-time Positive Behavior Intervention Teachers, and a SAVE room teacher. TITLE 1 OTPS funds are used to purchase supplies to make the signs, poster and certificates needed to publicize and run the program.

Priority/focus per session 4 teachers x 6 sessions x 3 hours.

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

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. QUALITY REVIEW 2009 – 2010 the school helps families to understand student performance and to know how to help their children at home by engaging in an exchange of information.

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.

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

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- To develop and disseminate a Parent Survey in order to ascertain the types of workshops parents want to attend and schedule, promote and run the workshops.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

A Family room will be maintained in the main building of the PS 94x campus. Parents were surveyed in the fall of 2012 to ascertain the types of workshops they would like to attend. Workshops and activities that were well attended the previous year as well as voted on by the parents to implement in the fall of 2012 are up and running. They are Cool Schools Culture Pass Program, Nutrition Workshop Series, Cook Shop for Parents, Learning Leaders training, SABE Conference, Common Core Learning Standards and How Parents Can Help their Child at Home, workshops designed to increase parenting skills in helping students at home with their homework, as well as a Parent Student Book Making series that will take place on Saturdays. The results fall 2012 Parent Survey will be used to schedule and run additional workshops through the 2012- 2013 school year, and in the fall of 2013 – 2014. Title I Parent Involvement funds will be used to provide workshop series to parents during the school day. Title III Parent Involvement funds will be used to provide parent workshops and parent/child workshops on Saturdays.

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 X Other-describe here: Title 1 parent Inv.

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).
- Title 1 SWP Non-contractual/Parent Involvement funds will be used to schedule workshops with CBOs, as well as outside agencies such as SABE. The funds will also be used to purchase parent resource materials as requested, that will be available in the Family Room.
- Title III Immigrant funds will be used to hire FLAME to conduct the parent workshops and parent/student workshops.

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	<p>Wilson taught in small group to third through fifth graders during AM Extended Day and regular school day.</p> <p>Fundations taught whole group during the school day to kindergarten students. It is also taught in small groups to kindergarten through third grade students during AM Extended Day and regular school day.</p> <p>Sidewalks Reading Program is taught small group during AM Extended Day and regular school day- grades second through fifth.</p> <p>Guided Reading Methodology using leveled text resources is taught small group during AM Extended Day and regular school day all grades.</p> <p>Guided Writing Methodology using graphic organizers, spelling support structures, and structured paper types are used</p>	<p>Small group instruction. One to one instruction.</p>	<p>AM Extended Day, During the school day. After school Program.</p>

	during AM Extended Day, and regular school day all grades.		
Mathematics	Everyday Mathematics reinforcement activities and games are used for students in all grades. Small group instruction during AM Extended Day and regular school day.	Small group instruction. One to one instruction.	AM Extended Day During school day.
Science	FOSS Science Investigation Series is used. Small group instruction occurs during science program implementation.	Small group instruction. One to one instruction.	During school day.
Social Studies	Small group instruction conducted during lessons in social studies, during the school day.	Small group instruction. One to one instruction.	During school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group lessons are conducted during the school day. PBIS methods and strategies are used as well as peer mediation techniques. Parent support is provided: outside agencies are recommended when needed, counselor will meet with parent to offer suggestions and provide guidance.	Small group instruction. One to one instruction.	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.

- New teachers are mentored by experienced teachers in our school. In addition to this grade level common planning takes place every week for every grade. The meeting is facilitated by the teachers or an administrator or UFT coach. Teachers share best practices, School wide staff meetings are held to solicit teacher feedback for establishment of classroom expectations and the reinforcement of behavioral expectations in common areas. Teachers also attend professional development offsite during the summer.

**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.

PARENT INVOLVEMENT POLICY 2012-2013

General Expectations

P.S. 94x – Kings College School agrees to implement the following statutory requirements:

- ❖ The school will put into operation programs, activities, and procedures for the involvement of parents consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ❖ The school will ensure that the required school-level parental involvement policy meets the requirements of Section 1118(b) of the ESEA, and includes, as a component, a school community compact consistent with Section 1118(d) of the ESEA.
- ❖ The school will incorporate this parental involvement policy into its school improvement plan.
- ❖ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including alternative formats, upon request, and, to the extent practicable, in a language parents understand.
- ❖ The school will involve the parents of children served in Title I, Part A programs and decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.
- ❖ The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

As defined in Section 9101(32) of the No Child Left Behind Act, the term “parental involvement” means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in

Section 1118.

For additional resources, parents may contact the New York State Parent Information and Resource Centers (<http://www.nyspirc.org>).

**Description of How P.S. 94x – Kings College School will Implement
Required Parent Involvement Policy Component**

1. P.S. 94x will take the following actions to involve parents in the joint development of its school parental involvement plan under Section 1112 of the ESEA:

The Parent Association Executive Board will meet with the Principal once a month. The needs of the parents are assessed by survey each year. An Overview Curriculum Guide is sent out every two months to update parents on the focus of each curriculum area of instruction. A monthly calendar is sent out to inform parents of assemblies, parent meetings, etc. Class trips will be posted on the school website calendar. Parent workshop offerings are sent out regularly to parents. The School Community Bulletin Board is also used to publicize events in multiple languages. There is also a school Website that translates into Spanish and Bengali when parents select the language. A Parent Messenger phone system is also used to notify parents of significant events and their child's attendance. The service is provided in English and Spanish.

2. P.S. 94x will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

The Parent Association Executive Board is a part of the School Leadership Team. Parents are notified by letter and at an annual meeting of school academic standing according to the New York State Department of Education.

3. P.S. 94x will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

The Parent Association works with the administration and the Parent Coordinator to offer support and assistance in planning and implementing effective parental involvement activities. Parent Coordinator maintains a regular dialogue with parents to publicize school events, address parent concerns and serve as a liaison between the school and the parents. School Assessment Team, School Counselors, teachers, Parent Coordinator and administrators work with parents and students to plan for student improvement through Child Study Meetings, Individual Education Plans [IEPs], Parent-Teacher meetings, and Parent-Teacher Conferences.

4. P.S. 94x will coordinate and integrate Title I parental involvement strategies through the following programs:

Library Open Access
Library After School

School Clubs/Enrichment: Visual Arts, STEP
CBO Partner Organizations: Studios in a School, MMCC After-school
Literacy Academic Intervention Programs: Wilson, FOUNDATIONS,
Sidewalks, Reading Intervention System
Everyday Math small groups
Parent Workshops
Monthly Calendar Activities
CookShop for Families
At-risk student counseling groups
PBIS STARS/Individual Student Acknowledgement System: Teacher Time
Certificates

5. P.S. 94x will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial minority background). The school will use the findings of the evaluation about its parental involvement policy to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The school will conduct a parent survey each year. The results are used to revise and plan parent involvement activities for the coming year. The results will be communicated to parents during their monthly parent meetings.

6. P.S. 94x will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will continuously assess and monitor students' academic progress as part of their everyday classroom instruction. P.S. 94x will inform parents every six to eight weeks of student progress in relation to the common core standards. P.S. 94x will identify the students achievement through data collected in order to determine if they are making progress towards student achievement goals.
 - b. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - i. State's academic content standards.
 - ii. State's student academic achievement standards.
 - iii. State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and workshops to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Offering workshops on parent selected topics throughout the year as well as informational meetings regarding curriculum (Meet & Greet; Open School Weeks), articulation (Grade 4 and Grade 5 Parent Meetings) and preschool entry (Kindergarten Open House). Maintaining on-line programs with access at home to One More Story, Reading A-Z, Award on-line Reading Program, New York Public Library, FOSS Science, BrainPop BrainPop Jr., etc. The school library maintains Open Access hours for parents every day. A monthly calendar along with follow-up flyers is regularly distributed to inform parents of upcoming events and school activities. A school website provides a wealth of information for parents and students to use. Offering workshops to help parents understand the purpose of ARIS in providing parents with personalized academic information regarding their child.

- c. The school will, with the assistance of its parents, educate its teachers, pupil personnel services, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools:

Parents are informed of school activities via the school website, monthly school wide calendars, follow-up flyers, parent letters and alerts from the administration and from the teachers.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

P.S. 94x collaborates with the Mosholu Montefiore Center which runs a community preschool program. In June, the school hosts an Open House for in-coming kindergarten children and their families. The Open House provides an opportunity for the preschool families to meet with our school community.

- e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

Parent notices are backpacked. Notices are posted at main door entrances and School Community Bulletin boards. Translations of information in other languages are made by school staff, NYC

Translation Unit, “Google Translate” and outside contracted agencies. Parents are contacted by phone as the need arises. The school website and school messenger are also utilized.

The School Parental Involvement Policy was developed jointly with, and agreed upon by parents of children participating in Title I, Part A programs. The Policy is distributed yearly to all parents in November at Parent-Teacher Conferences and is posted on the school website.

SCHOOL COMMUNITY COMPACT

The PS 94x – Kings College School Staff, the students of PS 94x, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) at PS 94x, agree that this compact outlines how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the New York State’s high standards.

The School Community Compact is in effect during the 2012-2013 school year.

The School-Parent Compact: Literacy

Schools Pledge: We agree to

- Teach our students to read
- Foster a love of reading by engaging students in meaningful discussions about their reading
- Pledge to provide materials and opportunities to read in school
- Assign reading homework every night
- Provide additional support to students who are struggling
- Monitor reading homework
- Provide parents/guardians and students with test preparation strategies that can be practiced at home
- Celebrate our successes in reading
- Provide access to on-line reading programs both in school and at home

Parents/Guardians Pledge: We agree to

- Encourage our children to read by taking them to places where they can read
- Read together with them and/or read to them
- Monitor our children’s reading habits by talking to them about what they have read
- Help our children prepare for standardized tests
- Monitor on-line reading progress

Student Pledge: I agree to

- Go to the library and read
- Read with my family at home, at the library and on-line
- Practice understanding what I am reading by discussing what I read with others
- Promise to complete books that I begin

- Read a wide variety of reading materials
- Read every night
- Read at least the minimum number of books by fulfilling the state standard of at least 25 books
- Demonstrate evidence of reading assignments to meet or exceed the state standard
- Broaden and deepen comprehension levels using related activities/lessons

The School-Parent Compact: Mathematics

Schools Pledge: We agree to

- Teach students according to the Common Core Learning Standards for Mathematics and Mathematical Practice
- Assign math homework on a daily basis
- Provide additional support to students who are struggling
- Celebrate our math successes
- Monitor homework
- Practice different math strategies with our students
- Provide parents/guardians and students with test preparation strategies that can be practiced at home
- Provide access to on-line mathematical resources

Parents /Guardians Pledge: We agree to

- Expose our children to opportunities that will allow them to practice math skills
- Be actively involved with our children's homework assignments, math projects and math activities
- Help reinforce math concepts and skills at home
- Help our children prepare for standardized tests
- Monitor progress of on-line math activities

Student Pledge: I agree to

- Participate in all math activities in school, at home and on-line
- Ask for help when I need it
- Complete homework assignments
- Practice my basic facts until I know them by heart
- Demonstrate my understanding with pictures, words and/or numbers

The School-Parent Compact: Science

School Pledge: We agree to

- Teach students according to science standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our science successes
- Practice different scientific thinking processes
- Provide access to on-line science resources

Parents/Guardians Pledge: We agree to

- Help reinforce science concepts at home
- Help our children prepare for science assessments in school and standardized tests
- Be actively involved in our children’s homework assignments, science projects and science activities
- Expose our children to opportunities that will allow them to practice science skills
- Monitor progress of on-line science activities

Student Pledge: I agree to

- Follow the science class rules
- Try my best and participate in all science investigations
- Ask for help when I need it
- Complete science homework, science projects and science activities

The School-Parent Compact: Social Studies

School Pledge: We agree to

- Teach students according to State Social Studies standards
- Provide students with the opportunity to have a central role in the discovery process
- Provide additional support for students who are struggling
- Celebrate our social studies successes
- Provide access to on-line social studies resources

Parents/Guardians Pledge: We agree to

- Help reinforce social studies concepts at home
- Help our children prepare for social studies assessments
- Be actively involved in our children’s homework assignments, social studies projects and social studies activities
- Expose our children to opportunities that will allow them to develop research skills
- Monitor progress of on-line social studies activities

Student Pledge: I agree to

- Follow the social studies class rules
- Try my best and participate in all social studies projects and social studies activities
- Ask for help when I need it
- Complete social studies homework, social studies projects and social studies activities

The School-Parent Compact: The Arts

Schools Pledge: We agree to

- Expose students to a variety of experiences that celebrate The Arts
- Allow students to exercise their imagination through an exploration of art experiences
- Expose students to a variety of art materials and techniques
- Foster a love and appreciation of The Arts by displaying student work
- Celebrate creativity by allowing students to give meaning to their experiences through The Arts

- To study and honor the history of our culture and the culture of others through The Arts

Parents/Guardians Pledge: We agree to

- Celebrate our child's experiences with The Arts
- Display our child's artwork in our homes
- Encourage our children to share their experiences with The Arts

Student Pledge: I agree to

- Take my artwork home to show my family
- Always try my best especially when a new material or experience is given to me
- Complete my Art projects and Art activities
- Use my time wisely in The Arts
- Share my experiences with The Arts with my family

The School-Parent Compact: Physical and Health Education

Schools Pledge: We agree to

- Provide our students with the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activities and maintain personal health
- Equip our students with the knowledge necessary to create and maintain personal health
- Teach our students how to manage their personal and community resources

Parents/Guardians Pledge: We agree to

- Send our children to school with appropriate attire for physical education
- Review and discuss health and nutrition materials with our children
- Discuss with our children the importance of physical education.
- Support the school by participating in school sponsored Field Day physical activities

Student Pledge: I agree to

- Enter and leave the gym in line as described by my instructor
- Walk and sit on my floor spot as described by my instructor
- Stop, look and listen when I hear the whistle
- Always show good sportsmanship
- Come dressed and prepared for physical activities

The School-Parent Compact: STARS Expectations (PBIS)

School Pledge: We agree to

- Set clear expectations for appropriate behavior
- Practice the values embodied by our STARS expectations in all school locations
 - Safety
 - Teamwork
 - Always Responsible
 - Respect
 - Self-Control

- Implement character education school-wide through the PBIS (Positive Behavioral Interventions and Supports) Model
- Strive to be a zero-tolerance/bully-free school
- Give more reinforcement for positive behaviors than for negative ones
- Provide peer mediation to assist students in peacefully resolving disagreements with peers
- Provide small-group and individual counseling for students who repeatedly engage in inappropriate conduct
- Inform parents when students engage in inappropriate conduct
- Partner with parents in building a mutually respectful, nurturing and positive learning environment

Parents/Guardians Pledge: We agree to

- Become familiar with the values embodied by the STARS expectations
- Assist our children in practicing the STARS expectations
 - Safety
 - Teamwork
 - Always Responsible
 - Respect
 - Self-Control
- Be a positive role model for our children
- Assist our children in learning how to peacefully resolve conflicts
- Support the school uniform initiative
- Inform the school of problems that might interfere with our children's learning
- Be available to speak to or meet with school personnel should a problem arise
- Be actively involved in our children's education by supporting school activities
- Partner with the school community in building a mutually respectful, nurturing and positive learning environment

Student Pledge: I agree to

- Practice the values embodied by our STARS expectations in all school locations
 - Safety
 - Teamwork
 - Always Responsible
 - Respect
 - Self-Control
- Peacefully resolve conflicts
- Wear my uniform everyday
- Ask a trusted adult for help if I have a problem in school
- Try my best and work my hardest

The School-Parent Compact: Communication

School Pledge: We agree to

- Inform parents of students' progress
- Maintain the school website with up-to-date information at www.ps94x.org
- Use School Messenger to relay important information or events
- Distribute e-chalk email addresses of teachers
- Hold two Parent/Teacher Conferences during the school year

- Hold a “Meet & Greet” once a year
- Respond to inquiries in a timely fashion
- Hold “Open School Week” each year
- Provide information regarding our state status, report cards, Comprehensive Educational Plan (CEP), Quality Review and Principal’s Performance Review
- Provide progress reports on individual students upon request
- Provide periodic newsletters to parents
- Send home monthly calendar of events
- Send home notes in a timely fashion
- Provide translation of information and translation services
- Involve parents in uniform initiative
- Provide system for ordering uniforms

Parents/Guardians Pledge: We agree to

- Provide updated contact information on blue emergency card
- Provide updated contact information to classroom teachers
- Provide current email and telephone numbers
- Check the school website regularly (www.ps94x.org)
- Respond to school inquiries in a timely fashion
- Read and sign documents sent home by the school that need to be returned
- Attend school functions pertaining to our children
- Listen to our children
- Communicate regularly with the classroom teacher and support staff

Student Pledge: I agree to

- Give information sent home by the school to my parents/guardians
- Inform my parents/guardians of school functions

The School-Parent Compact: Extra-Curricular Activities

School Pledge: We agree to

- Enrich the educational experiences of our students by providing them with a variety of extra-curricular activities, such as:
 - Field trips
 - Student performances
 - Award ceremonies
 - Moving-Up ceremonies
 - Class publishing parties
 - Field Days
 - CookShop
 - Community Service events

Parents/Guardians Pledge: We agree to

- Support and attend our children’s extra-curricular events, when invited
- Read and sign any required consent forms and return them by the due date

Student Pledge: I agree to

- Inform my parents/guardians of extra-curricular activities in which I am participating
- Practice STARS behavior when participating in any extra-curricular activity
- Be proud to represent PS94 when participating in an extra-curricular activity

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 Corinne Rello-Anselmi	District 10	Borough Bronx	School Number 094
School Name P.S. 94 - Kings College			

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

Principal Diane DaProcida	Assistant Principal Frank Lucerna
Coach type here	Coach Keicha Bolden
ESL Teacher Rosalee Choniuk-ESL	Guidance Counselor Lucy Rivera
Teacher/Subject Area Susan Caico-ESL	Parent type here
Teacher/Subject Area Valerie Dash-Social Studies	Parent Coordinator Miriam Seminario
Related Service Provider type here	Other
Network Leader Bob Cohen	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1167	Total Number of ELLs	360	ELLs as share of total student population (%)	30.85%
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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. During registration two of our five ESL pedagogues have set aside a time for registration on a rotation basis. The parent is greeted by the ESL licensed pedagogue in the main office where the HLIS (in their native language when applicable) is administered and parent interviewed, including child if present. Our licensed ESL pedagogues are able to translate/interview as needed in Spanish. The next most predominant language is Bengali and we have parent volunteers on standby to assist when necessary. All forms are also translated by these volunteers in Bengali.

The parent is also informed of the purpose of HLIS and next steps based on results in their native language. Based on the language ratio results, if language is other than English, the child is given the LAB-R within ten days as mandated including Spanish LAB for those identified as Spanish speakers. Also, in the beginning of the year when NYSESLAT results are obtained ESL staff analyze the score (levels) within each modality to assess strengths/weaknesses in order to strengthen language skills and drive instruction toward proficiency. To ensure all eligible students are properly served (ESL/bilingual) and administered LAB-R and NYSESLAT the RLER is periodically printed out from ATS and cross-referenced with our entitlement list and admissions report by our ESL coordinator. In addition all four components of NYSESLAT exam are given based on a timeframed testing schedule and eligible student list created by coordinator based on RLER and Entitlement list. These exams are administered by qualified staff after receiving proper training for each component. Upon noticing children's absences, parents are notified by phone stating the importance of their presence for these exams. Further actions are taken if necessary.

2. If children are identified as an ELL parents are invited to attend a parent orientation through a formal invite letter provided in their home language. At the orientation, parents are welcomed, explained the purpose and importance of orientation and given choices such as TBE, DL, and ESL offered for ELLs. They then watch the DOE video which also explains the program choices. Afterwards, they are given a Program Selection Form in their home language where they are asked to choose a program in order of preference. The meeting is conducted by the ESL coordinator, one of the ESL teachers, an administrator on site, and Parent Coordinator following an agenda. Bilingual translators in Spanish and Bengali (given that these are our predominant language groups) are present as well. Besides an orientation invite parents receive phone call reminders from the Parent Coordinator. Currently the parent orientations are scheduled as new students are admitted within a timely manner. Parents who do not attend their scheduled orientation are re-invited to the following orientation. Results from the parent orientation are later analyzed and provided to the Principal for program determination purposes.

3. Entitlement letters (Placement & Continuation) that notify parents of the child's English proficiency level and their entitlement to federally mandated program choices are sent home with a signature request tear-off. Tear-offs are returned/collected by ESL staff to ensure parents are informed of child's placement and the only way to exit program is by passing the NYSESLAT exam in the Spring. These tear-offs are organized in envelopes and cross-referenced by grade specified class lists to confirm their return. If tear-offs are not returned, subsequent requests are sent home again until officially returned. If needed, phone calls are also made to remind parents of importance of document. Entitlement letters for the current school year are organized, filed and securely stored within ESL office. At the parent orientation, the Parent Survey and Program Selection Forms are collected, copied and filed within ESL Compliance Officer's

office. Originals are filed within students' cumulative folders.

4. At the orientation, we strive to provide translation in the native language whenever possible. Once parent selection forms are reviewed, results are sent to Principal to determine placement of student based on program choice. Also, Spanish LAB results are taken into consideration for Bilingual placement purposes. In addition, program placement is confirmed through phone call or school letter and Placement Letter for new admits are distributed, signed by parents, collected and filed along with Letters of Continuation within appropriate grade envelopes that are identified by attached class list.

5. At present, as per our parent selection forms for current 2011-2012 school year, there was an indication of a higher interest for ESL classes in Kindergarten (80 percent of parents were in favor of ESL). For those who requested Bilingual classes, they were given their option resulting in one Kindergarten Bilingual class and First Grade. Currently, all Bilingual requests were honored K-1, for grades 2-5 new admit numbers were low. Upper grade Bilingual classes have not been formed due to lack of sufficient interest.

6. According to parent interest in Bilingual programs we have implemented a Kindergarten Bilingual class. Additionally, the Kindergarten Bilingual class from last year is currently a first grade Bilingual class. We hope to continue this trend and eventually be able to offer Bilingual classes in grades K-5. As per parent approval through the entitlement letter, the remainder of our ELLs are placed in our ESL program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	0	0	0	0								2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	0	1	2	0	0								4
Push-In	2	2	8	3	0	2								17
Total	4	3	9	5	0	2	0	0	0	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	360	Newcomers (ELLs receiving service 0-3 years)	325	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	34	Long-Term (completed 6 years)	2

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	45									45
Dual Language										0
ESL	280	1	11	34		2	1		1	315
Total	325	1	11	34	0	2	1	0	1	360

Number of ELLs in a TBE program who are in alternate placement: 3

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	17	28	0	0	0	0								45
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	17	28	0	45										

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
Chinese																			0	0
Russian																			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
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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	67	65	48	52	33	21								286
Chinese	2		1		1									4
Russian														0
Bengali	6	7	7	3	2	6								31
Urdu	4	1	1	1	2	2								11
Arabic	1	1	5	2										9
Haitian														0
French														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	10		4	1	2	2								19
TOTAL	90	74	66	59	40	31	0	360						

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?

Regarding instructional models, we have:

TRANSITIONAL BILINGUAL- One Kindergarten and one first grade class that receive all day instruction from a licensed bilingual teacher.

The Kindergarten class is a Bilingual CTT, taught by licensed bilingual and special ed. teachers who co-teach the entire day.

Within our Transitional Bilingual Program, the majority of ELLs are of Beginner and Intermediate levels, therefore receive their mandated native language support of 60 percent within areas of literacy and math. In science and social studies content areas, about 40 percent is taught in English language with a linguistic summary at the end of each lesson. As students become more advanced in the English language teachers differentiate and offer more English language support. Our Everyday Math Program within TBE is delivered in Spanish, their native language along with program materials in Spanish as a support. Lessons are differentiated with an emphasis on vocabulary and critical thinking skills through use of manipulatives, cooperative learning activities/groups, and games that reinforce concepts taught. Our math coach regularly attends math workshops specifically geared toward ELLs and how to better support classroom teachers in their instruction.

For our science program, our school utilizes the Foss Program which incorporates content vocabulary and hands-on experiments to better facilitate learning. For science and social studies, content is instructed in the English language using ESL strategies such as realia, visuals and various techniques to assist them in learning the material. Students are given a linguistic summary at the end of each lesson. In science and social studies, picture dictionaries are utilized and quizzes/materials are differentiated to assure that content is aligned with standards.

A. Programming and Scheduling Information

-Native language instruction includes themes and activities that are academically challenging. The instruction which incorporates challenging work that develops cognition and utilizes higher order thinking skills. Their Literacy Block/Balanced Literacy which is approximately 150 minutes each day addresses the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension. The components of the Literacy Block are: read-aloud, shared reading, guided reading, independent reading, word study and writers' workshop. ELL students will continue to learn content area in their native language with adequate support provided for English language development of concepts. Students in bilingual classes will receive a minimum of 360 minutes instruction in Native Language Arts. ELL students will receive a minimum of 180 minutes instruction in English as a Second Language. Our students will be assessed using the Eclac2, in addition, teachers do DRAs, informal reading running records, writing baselines, math end of unit progress checks and interim and periodic assessments.

FREE STANDING English as a Second Language

ESL PUSH-IN/PULL-OUT MODEL- 5 licensed ESL teachers who service ELLs daily using this model for all K-5 beginner, intermediate, advanced and long-term ELL students. Currently we utilize more of the Pull-Out Model (Push-in when feasible) to maximize instruction and meet the mandated requirements as per CR Part 154. For our beginning and intermediate ELLs: 360 minutes per week, for our advanced students: 180 minutes per week. Native language support is given when necessary to clarify concepts and aid students' understanding. The ESL Program will encompass areas other than Language Arts, such as Science, Social Studies and Mathematics. Teachers will provide both social and academically rigorous instruction to develop English language skills using ESL methodologies and strategies.

SELF-CONTAINED ESL- Two classes of third grade are currently placed in self-contained model ESL classes where ELLs receive their mandated minutes in the classroom by dually licensed pedagogues.

All organizational models, including self-contained ESL contain ELLs groups are grouped heterogeneously. All content areas are taught through scaffolded ESL instruction. All our program models, including bilingual and ESL utilize strategies from the Sheltered Instruction Observation Protocol (SIOP) Method including daily targeting of explicit language and content objectives in all lessons. All our ELLs are instructed using small/whole group instruction that is differentiated for various levels of language proficiency. An instructional focus is development of vocabulary within content areas utilizing tools/techniques such as: word wall, four corners, flash cards and student created dictionaries. Cooperative learning techniques are implemented as well as pairing students by levels. To ensure content is comprehensible ESL pedagogues use graphic organizers and visual supports. In addition, collaboration of ESL and classroom teachers ensures that ELLs receive the current content curriculum with the appropriate scaffolding for optimal comprehension. ESL teachers use higher order critical thinking questions to assess student learning. (Bloom's Taxonomy)

DIFFERENTIATED INSTRUCTION FOR ELL SUB-GROUPS (SIFE, Newcomers, Long Term ELLs and Special Ed.)

- All students within the sub-groups are invited to AM extended day where they receive small group instruction to assist them in obtaining language proficiency. Daily scaffolding is key to our instructional program. Some of these techniques such as K-W-L charts, word banks, guided reading groups and vocabulary development are implemented to assist their literacy skills. These students are introduced and familiarized with standardized testing formats by deconstructing/constructing passages, jigsaw, questioning, using context clues, note-taking, understanding of concepts within test questions such as: compare/contrast, main idea, least/greatest and making inferences. Instruction is driven through analysis of the NYSESLAT modality report. In addition to as stated above, our SIFE students receive additional support through small group instruction targeting content through use of sight word/vocabulary activities, graphic organizers, visuals, TPR, realia and oral language development through targeted conversational activities. Instruction is differentiated for our newcomers through the use of Rigby's On Our Way to English series incorporating chants, charts, graphic organizers, and audio tapes. The focus being on oral language development, content vocabulary as well as acclimating them with the customs and expectations of their new home. Instruction is focused and built upon on the newcomers background knowledge in order to facilitate their learning, acquire content and foster self-confidence. Our ELLs who have been receiving services for 4 to 6 years as well as our LTE students, we utilize more scaffolding techniques such as cooperative learning groups built upon higher critical thinking questions and discussions. Also, students utilize various graphic organizers and are taught how to transition from these organizers to more independent tasks such as writing. An emphasis is placed on student reflection working toward their academic goals. The areas of greatest need are addressed in order to achieve language proficiency. ELLs who are also designated as Special Needs still receive the mandated ESL requirements along with other required services as per IEP. They are provided with the same small group content based instruction, however, with additional visual scaffolding and hands on manipulatives when applicable. (Smartboard activities, realia, computer software such as Imagine

A. Programming and Scheduling Information

Learning, One More Story, A-Z Reading and Starfall).

Additionally, we have CTT classes in grades K-4 and observed that ESL strategies utilized benefit not only our ELLs but also our Students with Disabilities such as small group explicit instruction, guided reading and writing, scaffolding, incorporation of graphic organizers, visuals, smartboard, hands on cooperative learning activities, manipulatives, realia, TPR, computer based learning programs, buddy partnerships along with General Education students as well.

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	Spanish		Literacy	Spanish
Social Studies:	English			
Math:	Spanish			
Science:	English			

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

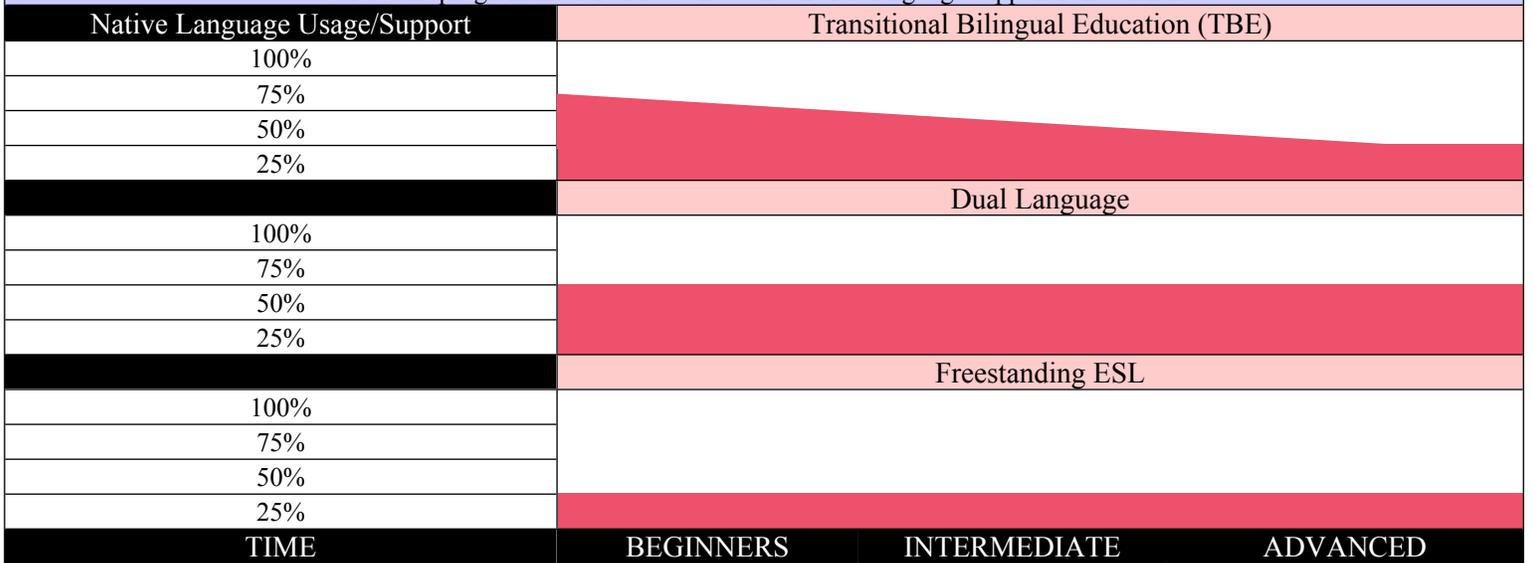
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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?

In addition, we are using On Our Way to English, Rigby, which is aligned with the curriculum. In mathematics, we are presently using the Everyday Mathematics Program. Our Math Coach makes revisions in the lessons and adjusts the pacing calendar as needed to adhere to the Common Core Learning Standards. Also collaboration between ESL Coordinator and Math Coach ensures that classroom teachers will utilize ESL strategies/techniques during math instruction such as: collaborative grouping, math word walls, visuals, manipulatives and hands on activities including discussion/written responses that focus more on the thinking process used to obtain their answers. Also, when needed, native language support is given through teacher and texts. This collaboration incorporates on-going Professional Development through given workshops. At this time we do not offer specific intervention programs in social studies and science but are currently planning for their implementation for the 2012-2013 school year.

Students who have reached proficiency on the NYSESLAT will continue to receive for up to two years: testing accommodations, invitation to our extended day program, and continued articulation between classroom and ESL teacher. At this time, there are no specific programs decided upon for the upcoming year but we are actively researching a more challenging writing program for our upper grades since this is the weakest strand on the NYSESLAT. One example to help support our ELLs are through use of reading response and writing notebooks to extend their thought and writing process.

All students are included in all of our programs such as: STEP- Afterschool- Title 1 Funding, Cham Jam-MMCC Federal Grant Research Project, Morning Basketball Club-Taxy Levy Funda, Cook Shop-FDA Grant, Before/Afterschool Library Open Access- Robin Hood Funding. We have SES afterschool programs: Sports and Arts Foundation, Learn it First (technology based) and MMCC Wrap-Around Program. The SES programs are small group instruction academic supplemental services. The MMCC is an after-school recreation homework support and enrichment program. We use the bilingual services of our Parent Coordinator to reach our Spanish Bilingual families. In addition to this, we have a large bilingual Bengali parent volunteer group who assist in reaching out to the monolingual Bengali families. We strive to provide translation on all of our documents. Presently, Spanish and Bengali are our largest ELL groups. We also use the DOE phone translation unit as needed.

The instructional materials used to support our ELLs are native language glossaries/texts, visual aides such as charts, word walls and graphic organizers, hands on activities with manipulatives, use of smartboard, computer based software such as StarFall, Imagine Learning, One More Story, Reading A-Z and guided reading/writing notebooks.

Native Language Support is provided not only through ESL but also by school personnel including classroom teachers who provide support orally and written to students during the school day to provide understanding for ELLs who may be struggling with content and concepts in their subject area classes. In addition, glossaries, dictionaries and materials, especially in Spanish, are provided when necessary. Also, teachers group/buddy students of the same language for certain activities so they can assist each other and respond in the native language.

Required services support and correspond to students' grade levels. Beginner and Low level intermediate students who are newcomers, use On Our Way to English. This program has been purchased for each grade level. Currently, for advanced and high level intermediate students, ESL instruction is aligned to curriculum with a focus on development of reading and writing skills.

Newly enrolled Kindergarten ELL students are invited to our Open House events in June. Translators are available during these events to

discuss programs and answer questions.

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)?

N/A

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.

Our teachers of ELLs receive Professional Development by our ESL staff/coach in order to strengthen/differentiate their instruction in all content areas with a focus on literacy and math using ESL strategies and methodologies to facilitate second language learning. All teachers have received copies of Second Language Learning Through Cooperative Learning by Julie High to facilitate instruction. Also all teachers and staff are offered opportunities to attend additional Professional Development seminars and workshops offered through OELL, ProTraxx, QTEL, and SABE throughout the year as per Jose P. requirement. Our ESL staff will also meet with classroom teachers to discuss ESL techniques that may be used in the classroom and model them when needed such as: Think-Alouds (think-pair-share), vocabulary development, use of realia, TPR and graphic organizers. We also use additional web-based programs such as Imagine Learning, One More Story, Starfall, BrainPop ESL to support our English Language Learner students. Also our Guidance Counselor provides informational meetings about Middle Schools to both parents and students in English and their language on a continual basis informally and formally. Individual meetings and conferences are also provided to assist with applications and clarify any questions/doubt they may have in transitioning their child to Middle School.

We are in the planning stages of implementing professional development in the areas of science and social studies along with Jose P. training for all staff excluding those who hold ESL/bilingual licenses using the professional development days aligned with the school calendar.

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?

Our school sends out a calendar each month in English with Spanish translation that offers our parents the opportunity to attend various meetings and workshops as based on their requests from our parent surveys and Parent Coordinator. This Parent Coordinator facilitates these workshops which include our parent volunteers when necessary. We have about thirty learning leaders who are parents of our students. They work in our classrooms with our ELL students, assist us with registering newcomer families, assist with translating and publicizing various school events. In addition, we partner with FLAME Company to provide workshops for our parents on a variety of topics based on their interests: How to Help Your Child Succeed, Homework assistance, Encouraging Positive Behavior. We are also planning to offer as in past a Parent Child Saturday Academy in the Spring that is designed to have parents and their children work together in literacy and creative arts activities. We evaluate the needs of our parents based on a survey that is translated into Spanish and Bengali to ascertain the needs of our parent body. We use the survey to schedule parent workshops and provide additional services as needed to our families. Our ELL parents consistently ask for support in helping their children. The majority of our workshops involve how to assist their children at home with learning English, adapting to the culture of this country, and accessing support services for medical, social and emotional needs.

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)	52	40	11	19	7	2								131
Intermediate(I)	8	17	21	30	9	12								97
Advanced (A)	30	7	29	6	14	14								100
Total	90	64	61	55	30	28	0	0	0	0	0	0	0	328

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	0	2	3	1	0							
	I	18	9	3	3	1	5							
	A	25	44	30	2	8	18							
	P	18	8	19	22	18	14							
READING/ WRITING	B	40	11	18	6	2	8							
	I	18	18	23	10	12	11							
	A	5	17	6	14	12	11							
	P	2	3	2	5	7	6							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	8	3	0	27
4	6	15	6	0	27
5	10	17	2	0	29
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0				0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	14		16		4		0		34
4	3		18		8		0		29
5	12		17		6		0		35
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	1								1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		17		15		0		38
8									0
NYSAA Bilingual Spe Ed	1								1

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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

We use the DRA to assess the early literacy skills of our ELLs. Our ELL students in the upper grades 3,4,5 have a limited vocabulary in both their native language as well as English. Their reading comprehension is mainly centered around the concrete level. In writing, they communicate in simple sentences. We have deliberately worked on vocabulary development strategies in all content areas as well as reading for the past two years. We have expanded the model vertically in all grades. Teachers use total body response activities, visuals, and cooperative learning activities to broaden the verbal and written language of all of our students. We have purchased a new guided reading and shared reading series that supports questioning strategies and language extension activities for all of our students. Our science curriculum is hands-on and inquiry based (FOSS). In Social Studies students participate in trips specifically designed to build upon their prior knowledge as well as cooperative learning activities for research. Our Social Studies cluster teacher aligns lessons with grade curriculum incorporating appropriate cooperative learning activities. In addition, we use ECLAS-2 for our Spanish assessment. In

Kindergarten and first grade we received a grant to participate in COOK SHOP. This is a multi-sensory program designed to teach students how to prepare healthy foods for proper nutrition. The program is rich in vocabulary development and experimental activities designed to expand the oral and written vocabulary of our students.

Our students score higher on the Listening and Speaking portion of the NYSESLAT than the Reading and Writing. Additionally our students stall at the Intermediate and Advanced level in the upper grades of the NYSESLAT. The patterns observed across the NYSESLAT modalities have significantly impacted our instruction. We are deliberately tailoring our strategies to take into account the academic needs of our ELLs in reading and writing. Students are paired with more proficient learners in cooperative groups. Additional visual aids are provided that assist students in responding to text in broader, more in depth ways. Vocabulary expansion activities are provided in all content areas throughout the day as well as during read-alouds and shared readings.

Our findings reveal that beginners on the LAB-R in K-1 show very limited English proficiency in the areas of comprehension skills and letter recognition. In grades 2-5 there is a low level of proficiency in the domain of reading and writing; not only the English component but in their native language (Spanish) as well. The intermediate and advanced level students lack in the areas of background knowledge, content, vocabulary and grammatical structures which hinder their ability to pass the test. Lack of formal education in addition to the above stated reasons, very few of our new admits fall into the intermediate or advanced areas.

ESL Program Model: Students in the upper grades are stalling at the concrete level of reading proficiency in grades 3,4, and 5. ESL instruction for Intermediate and Advanced learners is focused on expanding student understanding of academic vocabulary and the use of this vocabulary in oral and written form. During regular classroom instruction teachers use small group reinforcement activities that provide additional visual support and strengthen oral language incorporating concepts being taught in the classroom. ESL instruction in the lower grades for Intermediate and Advanced students focuses on expanding oral language development using highly engaging read-alouds, shared reading and guided reading texts. Students then work with graphic organizers to build and structure sentences in a variety of ways. During regular instruction in the lower grades, a greater emphasis is being placed on expanding the prior knowledge of students through cooperative learning activities. Additionally, we use Imagine Learning web-based computer program for all ELL students within Kindergarten and first grade. This program is designed to meet students at their entry point in their native language and then through the use of engaging activities strengthen their language skills towards proficiency.

We evaluate the success of our ELL programs based on the number of students who are able to advance their proficiency levels on the NYSESLAT as well as pass the ELA in the upper grades. As a result we use the DRA as a measure for student progress from the beginning of the year to the end. Our goal with the DRA is move all students as to align them to grade level expectations providing interventions for those who are identified as remaining stagnant.

We notice that we need to expose and prepare our first year test taking ELLs (third) to testing procedures and format, in order to increase their overall performance as compared to grades 4 and 5 (ELLs/Non-ELLs) who are more familiarized with these State Exams and are more proficient within the English language based on data results.

Currently, we use the ACUITY ITA's and predictive periodic assessments to determine progress of all students in grades 3-5. This year we did not implement the ELL Periodic Assessment but are planning on implementing it for the 2012-2013 academic year.

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: PS 94		School DBN: 10X094	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane DaProcida	Principal		12/1/11
Frank Lucerna	Assistant Principal		12/1/11
Miriam Seminario	Parent Coordinator		12/1/11
Rosalee Choniuk	ESL Teacher		12/1/11
	Parent		
Susan Caico	Teacher/Subject Area		12/1/11
Valerie Dash	Teacher/Subject Area		12/01/11
Keicha Bolden	Coach		12/1/11
	Coach		
Lucy Rivera	Guidance Counselor		12/1/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 10x094 **School Name:** Kings College School

Cluster: 01 **Network:** HOT 104

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

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.

Primary language is determined using the DOE Language Assessment form. The information is entered into ATS. When parents are contacted, we ask either in writing or verbally if parents need language translation assistance. This information is shared with the administration, classroom teacher, guidance and the parent coordinator via memo, e-mail and verbally as the need arises. Language translation needs are met for the majority of our other language speakers. As our data indicates, we provide parent communications translated primarily in Spanish and Bengali. The other languages are provided upon need. Our translated communications are sent home with students of ELLs. These communications cover the areas of school activities related to ELLs, written and oral translations provided during parent meetings, orientations, workshops and other outside training offered through our LSO, BETAC and NYSABE organizations.

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.

Spoken Language of ELL Parents	Number of Students
Spanish	263
Chinese	002
Bengali	050
Urdu	008
French	002
Punjabi	001
Other	015

The majority of our English Language Learner population speak Spanish. All of our communications as a result are sent home in Spanish.

Recently, we have been able to secure several parents who are fluent enough to translate our documents into Bengali. We provide oral translation in Spanish and Bengali in school on a by-need basis. We use the DOE translation phone service for all other translations. We have signs posted at the entrance and in the main offices that detail this.

Part B: Strategies and Activities

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.

We provide written translation services in Spanish and Bengali for the majority of our notices. We have staff that translates notices into Spanish, and we have parents that translate notices into Bengali. We work a month in advance of all notices so that they are translated in a timely fashion and ready to go out two weeks prior to all events. Major events such as Parent Teacher Conferences, half days, etc. are distributed at the beginning of the school year, and monthly for the entire year through our calendar. We will also be using our ps94x.org website to keep parents informed. Basic notices are automatically translated into different languages. Language interpretation signs are posted in both buildings at entrances and the offices. Parent Bill of Rights documents are posted on our Website. We are in the process of revising our School Compact and Parent Involvement Policy and will have them translated by outside vendors, posted on our Website, distributed to all parents and at registration.

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.

Most of our oral translations are done in-house. Our parent volunteers are well-trained as Parent Leaders, and we have been fortunate to have a multicultural representation that allows us to seek oral translations in Bengali and Spanish. All of our ESL teachers are bilingual and have served as interpreters during our required parent orientation meetings and parent/teacher conferences. In addition, two assistant principals, guidance counselors, parent coordinator, some classroom teachers, and school aids have also served as interpreters. We have also provided Spanish translation during parent workshops as needed. We also take advantage of the DOE Phone translation service.

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>.

The official letters provided by the DOE website have been downloaded and placed on our school letterhead in order to provide parents with the three primary languages represented in our school (Spanish, Bengali and Chinese).

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Kings College School	DBN: 10x094
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 324
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In the attempt to offer an instructional afterschool program to our 60 of our 324 ESL population, our needs are determined by the data obtained from the NYSESLAT/LAB-r/DRA. Students will receive a letter of invitation to the program in November. Our plan will also address grades k, newcomers, both in our ESL / Bil programs. Our present goal is to provide additional instruction to strengthen the language instruction for our second language learners.

For K, 1-2 our program will run Tuesdays, Wednesdays and Thursdays from 3 to 4:30pm. A total of Four ESL / Bil teachers will be hired on grades k-2, for 12 weeks.

One administrator will monitor the program. will begin in the first week of December 2012, Dec: (3,4,5),(10,11,12,) (17,18,19,) January: (7,8,9) (14,15,16,) (21,22,23) (28,29,20) Feb: (4,5,6) (11,12,13) (25,26,27) thru March: (4,5,6) (11,12,13), (19, 20, 21) 2013

In grades K, 1 and 2 we will be offering a program that offers students in our Bilingual/ESL and immigrant population the opportunity to engage in language development activities supported by technology and practice based program. The programs used will be Imagine Learning, which is a language development Program with a student progress monitoring component, and the AWARD Reading Program that has guided reading books and a software component that is interactive and monitors student reading progress. Notebooks, folders and pencils will be purchased for the use of classroom activities.

Part C: Professional Development

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

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

Begin description here: Professional development will be offered to our fully licensed ESL and Bilingual teachers through the DOE Professional Development offerings received from OELL and our Network Hot 104. In addition to this we will use funds to support the revision of our ELA and Math units of study and Performance Tasks to ensure incorporation of ESL strategies throughout the units (study group process).

All teachers of ELLs in grades K-5 will receive ongoing professional development offers to attend on ESL methodology aiming to continue to align the instructional practice with the Common Core Standards.

We will provide opportunity for teachers to register beyond the school day. Our professional development offers will ensure the common core alignment to ESL instruction through the support of our Network and offerings by the partner universities.

Part D: Parental Engagement Activities

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

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

Begin description here: The Family Academy is designed to foster language development experiences that will enable better academic communication between students and parents. These workshops will offer parents the opportunity to work with their children and develop the academic language to support them in the content areas of Literacy, Science and Math. One regularly licensed teacher will be hired to ensure a home school connection. Our parent coordinator will work with the contracted agency to ensure that our participation goal of 50 invited parents is met.

The Flame Company will be providing these workshops on consecutive Saturdays between the hours of 9:30 am - 11:00am. Parents on Board Series will be offered in January 2013, and LAF will run through - March 2013.

Seven Saturday workshops will include:

Parents on Board

Book Making: The Importance of it and how it is related to the Standards;

The importance of helping your children at home to reinforce reading and writing.

Literature and Families

Social Studies: How Can I Help My Child at Home -for parents and children

Science: How Can I Make it Fun to Learn - for parents and children

Math is Eveywhere, Even in Children's Literature,- for parents and children

Parents and Children as Authors Workshop - Two part series -for parents and children

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	0	Contract Lic renewal
Travel)
Other		
TOTAL		