



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** KAPPA III

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

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

**SUPERINTENDENT:** MYRNA RODRIGUEZ

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name              | Position and Constituent Group Represented   | Signature |
|-------------------|--|-----------|
| Elisa Alvarez     | *Principal or Designee                       |           |
| Glenique Bennett  | *UFT Chapter Leader or Designee              |           |
| Rhea Farrell      | *PA/PTA President or Designated Co-President |           |
| Juana Pena        | DC 37 Representative, if applicable          |           |
| Nicole Vairo      | Member/ UFT                                  |           |
| Arimaris Cano     | Member/UFT                                   |           |
| Jean Colon        | Member/Principal's Designee                  |           |
| Jessica Cabellero | Member/Parent                                |           |
| Felecia Story     | Member/Parent                                |           |
| Emilina Ortiz     | Member/Parent                                |           |

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

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

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

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

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

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

Throughout the 2012-2013 school year, a minimum of 90% of teachers will participate in collaborative inquiry work within professional learning teams to clarify essential student learning, develop common assessments for learning, and analyze evidence of student learning in order to strengthen instructional practice and student products in relation to Common Core Learning Standards.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the New York State's initiative of designing the Common Core Learning Standards and Danielson Framework for Effective Teaching, we sought the need to create teams of study within in all subject areas for unified structure. In addition, the use of our State Quality Review and Peer Review led us to organize the school wide focus for the year.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel 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.
  1. Pre-assessments are created, utilized and analyzed.
  2. Formatives created, utilized and analyzed with the intent of becoming common.
  3. Common Summative created, utilized and analyzed
  4. Instruction- In PLT and department meetings, we will investigate future steps when a student experiences difficulty in learning.
  5. In PLT and Department meetings, data will be used to improve instruction to reach all students' needs.
  6. In PLT and Department meeting, data will be used to improve instruction by building on teams' strengths and addressing teams' weaknesses.
  7. In PLT and Department meetings, data will be used to identify at risk students who need additional time and support and utilize school structures to ensure they receive the support.

*Target Population(s): All Teachers*

*Responsible Staff Members: Assistant Principals and Aussie Consultants*

*Implementation Timeline: September 2012 through May 2013*

### **Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

We will conduct a yearly needs assessment to determine what our parents consider the most pressing needs.

We will make better use of our parent coordinator in communicating important events to parents.

Our Parent Coordinator will make daily phone calls to parents regarding their child's attendance.

Our Parent Coordinator will increase the number of parent workshops and diversify the time schedule so as to afford working parents time to attend.

We maintain an open-door policy and encourage our parents to meet their children at lunch or to come in and join their child for class presentations.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• 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).

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

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By June 2013, school leaders will provide staff with a shared understanding of the instructional components of highly effective instructional practices through the use of the Danielson Framework for Teaching to improve teacher effectiveness as evidenced through frequent cycles of teacher observations.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the State Quality Review and 2011-2012 School Progress Report specifically the school environment survey reflected the above mentioned goal as a need.

### **Instructional strategies/activities**

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

We will develop Professional Development Sessions with specific topics and a timeline for the year. All professional development sessions will be delivered by but not limited to administrative staff and outside consultants. Our professional development will address the following critical questions:

1. What does every educator need to know about their content as it pertains to the new Common Core Learning Standards?
2. How will every educator access, apply and interpret data as they create lesson plans to achieve unit plan goals?
3. What instructional strategies are appropriate to address the needs of all learners in order to improve pedagogical repertoire?
4. How will we assess the gains of the educator?

How will the content specialist know what to teach and understand the expectations for the grade?

5. Using the Common Core Learning Standards as the guide, all teachers will be presented with the newly developed citywide instructional expectations and grade appropriate learning tasks developed by the Department of Education.
6. Through the development of curriculum maps, teachers will align standards and common assessments to daily instruction.
7. Through weekly PLT and Department meetings, teacher will analyze standards, develop tasks and rubrics, and analyze student work to inform future instruction.

Through ongoing and embedded instructional coaching, teachers will deepen their understanding of learners including how to assess and scaffold learning, how to support students who have learning differences or difficulties, and how to support the learning of language and content for those who are not already proficient in the language of instruction.

Target Population(s): All Teachers

Responsible Staff Members: Assistant Principals, AUSSIE Consultants, Network Support Staff and Lead Teachers

Implementation Timeline: September 2012 through May 2013

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

The Principal and Professors will send out a weekly newsletter to serve as a dialogue between home and school.

The Principal and Assistant Principals will communicate the school wide policy to all teachers during faculty, grade and department meetings.

All Professors will create a workshop model forum reflecting one unit of study in their respective content areas. This forum will be held afterschool or Saturday to accommodate Parental participation.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- 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).

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

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

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

By June 2013, teachers will develop, modify and implement at least two curriculum units and tasks aligned to the identified Common Core Learning Standards (CCLS) in each of the core subjects.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The initiatives by the State Of New York have established the need for unified Learning Standards. As such, the need for a proven researched based tool for teacher effectiveness is also required. Based on these initiatives we concluded that we needed to place strategic times within our schedule, to have professional conversations about units of study and academic rigor. This goal was also developed to align our school's instructional practices to the 2012-2013 Citywide Instructional Expectations.

#### **Instructional strategies/activities**

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

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

English Language Arts teachers and Social Studies teachers, in partnership with special educators and English as a Second Language Teacher, will continue to collaborate to create a unit of study and student task that is aligned to the CCLS. Mathematics and Science teachers will collaborate to refine and implement their units of study.

Our Professional Learning Teams will continue taking a closer look at the qualities of students' work and current task requirements according to inform instruction and targeted intervention. Teachers will collect culmination from a variety of data sources in all subject areas.

Professional Learning Teams will examine samples of student work to ascertain which skills students currently possess as well as those they need to master.

As per the requirements of the Citywide Instructional Expectations for 2012-2013, teachers will modify, develop and implement CCLS units of study using the Common Core Library as a resource.

Target Population(s): All Teachers  
Responsible Staff Members: Assistant Principals, AUSSIE Consultants, Network Support Staff and Lead Teacher  
Implementation Timeline: September 2012 through May 2013

**Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

Teachers will upload their parent learning guides onto our Atlas Rubicon Curriculum Planning System for the school community to review and provide feedback. Parents are encouraged to attend weekly grade meetings to maintain an open dialogue with all Professors.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- 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).

The funding set aside for curriculum and professional development will be able to address this goal. In addition the grants received by outside by the Leona Helmsley Foundation will help supplement needs to service the community, The funding received will be used for two AUSSIE consultants.

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

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

By June 2013, all teachers will be able to understand, interpret and set goals on the Individualized Education Plans as evidenced by IEP progress reports provided by teachers at the end of each marking period.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The initiative set forth by the State of New York has established the need of moving students from most restrictive to least restrictive. As such, we saw the need to provide professional development opportunities for all teachers to understand, interpret and implement goals from an Individualized Educational Plan into effective classroom practice.

### **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) 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.

Professional Development sessions will be created to provide understanding, interpretation and implementation specific to the needs of each learner. The sessions will include but not limited to reading/understanding of an Individualized Education Plan, monitor progress and implement strategies that will scaffold the learning.

A special education lead teacher will be hired to provide in house support, provide assistance/guidance in modification of instruction and lesson plan development for teacher effectiveness as identified in the Danielson Framework.

Professional Development sessions will be held before, during and after-school hours to address the special education reform as it unfolds and translates into daily classroom instruction.

Target Population(s): All Teachers

Responsible Staff Members: Assistant Principals, Lead Teacher, Network Support Staff

Implementation Timeline: September 2012 through May 2013

### **Strategies to increase parental involvement**

- 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 11 through 15 in this CEP.

Workshop sessions will be created to discuss changes and adaptations to this special education reform within the State of New York.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- 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).  
  
Funding was established for ongoing Professional Development, learning and transparency, additional money sought was set aside for the purpose of including a lead teacher in special education for the school community.

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

|                |  |                         |   |
|----------------|--|-------------------------|---|
| Mathematics    | <p>During AIS the following programs are being utilized:<br/> Weekly word problems,<br/> Buckle Down, I Ready, "Study Island" and "Renzulli"<br/> Small group instruction<br/> Acuity is used to create assignments based on skills<br/> Differentiate assignments, based on student levels, interest and learning modalities.<br/> Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.<br/> Parents will be sent quarterly progress reports to reflect gains.</p> | Small group instruction | <p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics<br/> Students scoring level two or below are mandated and or invited to attend afternoon and/or Saturday tutoring sessions.</p> |
| Science        | <p>Students will receive additional services to support, as needed the development of writing labs, review for testing and completion of science projects.<br/> Implement a hands-on learning approach through the use of FOSS Kits<br/> Students will use a hands mobile science lab utilizing a variety of learning modalities.<br/> Parents will be sent quarterly progress reports to reflect gains.</p>   | Small group instruction | <p>All students will meet three times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics<br/> Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>                 |
| Social Studies | <p>Develop the skills to answer document based questions<br/> Graphs and illustrations will be used to develop a greater understanding of interpretive data.</p>   | Small group instruction | <p>Selected students will meet one/two or times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our</p>   |

|   |  |  |   |
|---|--|--|---|
|   | <p>Compare and contrast two or more documents in historical data.</p> <p>Students will receive additional support as needed for the development of essay writing, completion of social studies projects and test review.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p>  |  | <p>quarterly diagnostics</p> <p>Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>  |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Our guidance counselor provides group and one-on-one counseling to at-risk students. In addition our guidance counselor has created an advisory component to service all of the students in the school. This service occurs during the school-day. Our counselor also services students referred to him via our Pupil Personnel Team. Our PPT committee receives referrals from teachers and parents with concern of a child's social/emotional state as well as academic deficiencies. When necessary our school counselor will mediate meetings with parents and students to discuss school performances.</p> | <p>Small group counseling</p> <p>One to one counseling</p> | <p>Selected students will meet one/two/or three times a week, during the school day as part of their regular program for an academy that is designed to address the needs on an individual basis.</p> |

### **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.

To close the achievement gap we are taking steps to recruit and retain highly qualified teachers. The following structures have been created to achieve this goal:

1. Create additional time for teachers during the school day to plan, use data, share ideas and work collaboratively in a positive and inviting environment.
2. Grade level team work was established to build teacher collaboration through the creation and ongoing support of grade level teacher teams.
3. Instruction leaders play a key role in establishing an emphasis on the use of data to drive instructional decisions. These leaders also sit directly in all grade and content team meetings. In their role they have the ability to use coaching, mentoring and professional development skills to convey the importance of the learning as they work together.
4. Our Instructional Lead teachers have significant input into the hiring decisions and professional development provided at KAPPA. Our Instructional Lead Teachers make up the panel as the potential applicant is interviewed as well as they serve as observational participants in viewing the demonstration lesson of the applicant.
5. Mentors are assigned to support struggling and unqualified teachers.
6. Support those teachers who are not currently highly qualified to continue their course work and inform staff about opportunities state wide and city wide for continuing education and obtaining licensure. Teachers regularly meet and are provided professional development in various areas and particularly individualized for those who are not highly qualified.

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## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

- create and sustain Book Talks for Parents with topics of interest as requested through our parent needs survey, Parent/ Professor Forums to discuss academic curriculum of each grade and State Initiatives such as the Common Core Learning Standard and Social Events to make connections within the school community.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

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

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

**KAPPA III COMMITMENT TO EXCELLENCE  
PARENT/GUARDIAN COMPACT**

**Parent's/Guardian's Commitment**

**I fully commit to KAPPA III in the following ways:**

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_  
\_\_\_\_\_

We fully commit to KAPPA III in the following ways:

- We will make sure our child arrives at KAPPA III on time, ready for homeroom in proper uniform.
- We will make arrangements so our child can remain at KAPPA III until 3:06 pm as identified in our child's schedule.
- We will arrange for our child to come on appropriate tutoring sessions on: Monday/Wednesday 3:10-4:30 and/or Saturdays from 9:00 am – 12:00 pm.
- We will ensure that our child comes to KAPPA III during the summer school orientation the week of August.
- We will always help our child in the best way we know how and will do whatever it takes for him/her to learn. We will check our child's school work and homework every night, and let him/her call the teacher if there is a problem with the homework. We will make sure our child reads every night.
- We will always make ourselves available to our child and the school to address all concerns.
- We will carefully read all papers that the school sends home to us, and will sign and return them promptly.
- We will submit a note/letter to the school whenever our child is absent. We will allow our child to go on KAPPA III field trips.
- We will make sure our child follows the KAPPA III dress code.
- We will ensure that our child has all of the necessary school supplies and materials needed, on a *daily basis*.
- We understand that our child must follow the KAPPA III rules to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

- We will assist the school in fundraising activities; attend orientations, conferences and family activities.
- Celebrations must be discussed with class professor, clear with administrator. Any celebration must adhere to the last 30 minutes of the school day. Parent/Guardian must be aware of allergies that students many have, therefore nuts of any kind is prohibited in our school.
- We will make all attempts to schedule any outside appointments for our child towards the beginning or end of the day.
- We understand that the school staff will routinely contact us with any concerns or praise regarding our child and we will cooperate fully with any requests made.
- We understand that a KAPPA III, no excuses are accepted and excellence is expected.

***Failure to adhere to the commitment may cause my child to lose various KAPPA III privileges and lead to his/her expulsion from KAPPA III.***

**Parent(s)/Guardian(s) Signatures:**

\_\_\_\_\_

\_\_\_\_\_

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

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

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

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

## Part I: School ELL Profile

### A. School Information

|  |                    |                      |                          |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Rudy Rupnarain</b>        | District <b>12</b> | Borough <b>Bronx</b> | School Number <b>316</b> |
| School Name <b>Knowledge and Power Preparatory Academy</b> |                    |                      |                          |

### B. Language Allocation Policy Team Composition

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

### C. Teacher Qualifications

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

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

### D. School Demographics

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

## Part II: ELL Identification Process

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

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

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

#### Part II: ELL Identification Process

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

**This school offers (check all that apply):**

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

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

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

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

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

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total     |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |           |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |           |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0         |
| ESL           | 3                 |          | 2                 | 24               |          | 9                 |                                    |          |                   | 27        |
| <b>Total</b>  | <b>3</b>          | <b>0</b> | <b>2</b>          | <b>24</b>        | <b>0</b> | <b>9</b>          | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>27</b> |

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

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

**Transitional Bilingual Education**

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6         | 7         | 8        | 9        | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|----------|----------|----------|-----------|
| Spanish      |          |          |          |          |          |          | 10        | 9         | 6        |          |          |          |          | 25        |
| Chinese      |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Russian      |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Bengali      |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Urdu         |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Arabic       |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Haitian      |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| French       |          |          |          |          |          |          |           | 1         |          |          |          |          |          | 1         |
| Korean       |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Punjabi      |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Polish       |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Albanian     |          |          |          |          |          |          |           |           |          |          |          |          |          | 0         |
| Other        |          |          |          |          |          |          | 1         |           |          |          |          |          |          | 1         |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>11</b> | <b>10</b> | <b>6</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>27</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

- heritage classes
- foreign language (LOTE) classes

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

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

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

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

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



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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?

ESL/AIS/SRP Programs:

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

## E. Parental Involvement

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |    |   |   |    |    |    |       |
|---|---|---|---|---|---|---|----|----|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   |   |   |   |   |   |   | 2  |    | 2 |   |    |    |    | 4     |
| Intermediate(I)   |   |   |   |   |   |   | 1  | 1  | 3 |   |    |    |    | 5     |
| Advanced (A)  |   |   |   |   |   |   | 8  | 9  | 1 |   |    |    |    | 18    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0  | 0  | 0  | 27    |

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

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

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

| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            | 8       |    | 7       |    | 8       |    | 1       |    | 24    |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

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

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

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

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

**ELA**  
 Students in levels 1 & 2 are provided with extra support through focused conferencing. Students are mandated to participate in either the extra-curricular after school State Readiness Program or the Saturday Academy Program, which would benefit their progress. Explicit vocabulary building and reading comprehension strategies are provided through connected, interdisciplinary units. Running records are utilized to monitor reading levels. Rigorous literature is provided and materials are developed to differentiate according to need and move students to the next level.

**Math**  
 Student progress is monitored through the use of portfolios, and Acuity testing. Targeted skills and assignments are created in Math to move students to mastery utilizing the corresponding additional Acuity resources as well as I-Ready New York State Practice and Instructional tools. Lessons are differentiated to address the student needs in Math.

**Science & Social Studies**  
 All content area teachers are involved in the data analysis and planning for student success. The Inquiry team examined performance indicators in Science and Social Studies to find alignment and connections to skills in ELA, as well as concepts in math. Resources and lessons are developed and differentiated to target skills in need of improvement. Progress is monitored closely by teachers through assessment, portfolios and conferences.

**Additional Information**

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

Paste additional information here

**Part VI: LAP Assurances**

**School Name:** KAPPA III

**School DBN:** 12 X 3

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 12      School Name: 316

Cluster: CFN      Network: 608

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

### **Part A: Needs Assessment Findings**

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

When students are admitted to our school, information from ATS (RHLA and RPOB) lets us know the home language. In addition, parents complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conference.

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.

The majority of our students come from Spanish speaking homes. At the beginning of the school year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit.

## Part B: Strategies and Activities

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

Translation for Spanish is provided for all our out going messages, flyers and notices. We have used school staff, parent volunteers and Translation & Interpretation Unit to assist in written translations.

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.

We have teachers on staff that are bilingual in Spanish and English and serve as translators during conferences and call the hoes to communicate with the parents. Our Parent Coordinator and Community Associate is also bilingual in Spanish and English. At the beginning of the year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

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>.

If we need official notices to go out in other languages not provided through the Translation Software, we can print them from the DOE which provides translation of forms in twenty five languages.