



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: KAPPA INTERNATIONAL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10x374

PRINCIPAL: PANOREA PANAGIOSOULIS

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SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Panorea Panagiosoulis	*Principal or Designee	
Tara Brancato	*UFT Chapter Leader or Designee	
Rocke Bonilla	*PA/PTA President or Designated Co-President	
Lesliean Gomez	DC 37 Representative, if applicable	
Ricci Mercedes	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carmen Rios	Elected Parent	
Maria Duran	Elected Parent	
Milagros Colon	Elected Parent	
Noojahan Wells	Elected Parent	
Maria Abreu	Elected UFT	
Patricia Walker	Elected UFT	
	Member/	

** 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.

Create a school-wide instructional plan that enables students to experience curriculum that is aligned to the CCLS.

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.

As per the 2012-2013 Citywide Instructional Expectations, all students are must experience at least two CCLS aligned units in each of the four core content areas (English, Social Studies, Science and Mathematics).

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.

Measurable Objective

- English, science, and social studies teachers will implement two Common Core-aligned units per content area that require students to ground reading, writing and discussion in evidence from the text and culminate in argumentative and/or informational writing performance tasks.
- Math teachers will implement two Common Core aligned units that require fluency, application, and conceptual understanding, and culminate in performance tasks that demonstrate modeling in mathematics and/or constructing viable arguments.

Action Plan

- Math teachers will implement two math performance tasks aligned to the Common Core curriculum. All other teachers will require students to engage in two argumentative writing units and/or one argumentative and one informational writing unit.
- Department Teams will meet two times a month to discuss classroom instruction, look at student work and analyze results of Interim Assessment, and share best practices.
- Teachers will engage in professional development around understanding instructional shifts in common core standards in all core subjects
- After participating in a series of professional development sessions to train teachers to develop a Common Core – aligned unit on

argumentative writing, teachers will develop their own writing units that incorporate lessons that teach students clusters of reading, oral and written skills needed to write an argumentative essay.

Evidence

- Submission of curriculum map and professional goals for all core areas
- Submission of two Common Core aligned units per core teacher which include CCLS aligned tasks and samples of student work
- Attendance and minutes from curriculum team meetings.
- Use of funding for per session to allocate for teacher planning and reflection

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.

A significant component of the shift to CCLS is the recognition that the goal of the educational experience is the progression toward of skills and content knowledge that will prepare students for success in college and their subsequent careers. As a result, one component of the shift to CCLS is a movement toward standards-based grading policies that reflect a student’s mastery of specific skill sets. This requires a degree of education directed toward both students and parents who may be familiar with the idea that grades are awarded based on the amount of work submitted, rather than a students’ illustration of having mastered specific skills.

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.

 x Tax Levy x 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).

This goal will be supported primarily through our partnership with our PSO (New Visions for Public Schools) which runs a series of workshops for assistant principals and lead teachers that are then “turnkeyed” to the rest of the staff at periodic professional development sessions. In addition, New Visions provides a literacy specialist and are participating in a math initiative (A2i) that provides math coaches, both of who meet with teachers and observe classes once per week. Lastly, per session money has been allocated to support teachers in the collaborative nature of this work, to aid in the development of exemplary CCLS aligned units and tasks (SSO Setaside, TL Fair Student Funding and Title I SWP).



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.

Improve teacher effectiveness, particularly for those new to the profession, with meaningful feedback and next steps from short, frequent cycles of formative observation utilizing the Danielson Framework.

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.

Also articulated in the 2012-2013 CIE is the expectation that each school develop a shared vision of best practice, supported by Charlotte Danielson's *Framework for Teacher Effectiveness*. Additionally, the fact that nearly 30% of KAPPA's teachers are new to the profession highlights the importance of this goal.

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.

Measurable Objectives

- Principals, assistant principals and teacher leaders will visit each teacher's classroom at least 6 times per year, with new teachers receiving at least 12 visits.
- Actionable, formative feedback will be provided within one week after 90% of observations.
- On a midyear survey, teachers rate their agreement level of support from mentor teacher at an average of 7 or higher
- On an end of year survey, teachers rate their agreement level of support from mentor teacher at an average of 8 or higher.
- Feedback will result in improvement in teacher practice.

Action Plan

- Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversation.
- School leaders set up and follow a schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies.
- School leaders develop a shared digital observation tool that aids in the tracking observations and providing prompt and Danielson-aligned feedback.
- Early in the school year, school leaders ask for teachers' input on additional Danielson-aligned self-identified areas for development.
- The lead teacher will visit new teachers' classrooms at least 1x every 2 weeks to take notes on their specific focus area that is aligned to the Danielson rubric and the new teacher will receive a copy of notes.

The lead teacher will plan & facilitate monthly support meetings/workshops.

Evidence

Observation tool that includes:

- Tracking of scheduled observations
- Logs of formative observation feedback, including commendations as well as next steps.
- Tracking of teacher development in each of the Danielson competencies that illustrates impact of feedback on teacher performance.
- Mid-Year and Final Teacher Surveys
- Monthly PD Support materials and reminder emails.

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).

This goal will be supported largely through the addition of a lead teacher and a dean of students to the staff. The lead teacher coordinates new teacher orientation and provides monthly professional development sessions, specifically geared toward the needs of new teachers. The dean of students allows the assistant principal to focus primarily on instruction. Additionally, this goal will also be supported through our partnership with our PSO (New Visions for Public Schools) it runs periodic principal and assistant principal workshops oriented around the development of new teachers and using the Danielson tool to provide feedback to teachers (SSO Setaside and TL Fair Student Funding).

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.

Establish and maintain clear lines of communication between school leaders, faculty and staff, so that teachers can plan lessons and review effectively and with attention to both school vision and culture.

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 school's lowest scores on the 2011-2012 Learning Environment Survey came in the area of communication between administration and staff members. This increased focus on communication will clarify roles, responsibilities and 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.

Measurable objective

By the end of the year, faculty and school leaders will demonstrate that communication and culture are strong priorities as indicated by an increase in the rating on the Communication Section of the annual DOE Learning Survey.

Action Plan

- Roles and responsibilities will be delegated to team leaders and teams of faculty, with each team ultimately responsible for setting up a timeline and disseminating information about events and changes in a timely manner.
- Department Chairs will work to convey the needs of faculty members to school leaders, and lead departments to better communicate our school's vision: IB quality education for all students, while still helping all students to meet state graduation and college readiness requirements.
- A school calendar will be maintained, with all expected schedule changes (concerts, testing dates, etc.) planned at the beginning of the school year.
- For unexpected schedule changes (assemblies, mid-term exams, etc.), school leaders and team leaders will work closely together to establish a

reasonable timeline for disseminating that information.

- All information about school activities, schedule changes, and necessary information will be disseminated in a timely manner, with attention to detail.
- Communication and Culture will be items addressed on school made surveys throughout the year.

Evidence

- On a school made survey conducted in the Fall and Spring, at least 90% of faculty will agree or strongly agree that ‘Communication is a priority for both school leaders and teachers.’
- On a school made survey in Fall and Spring, at least 90% of faculty will agree or strongly agree that ‘I am able to plan effectively, because I understand the school’s routines and feel involved in the decision making process.’
- Record of faculty attendance at after school programs (parent nights, concerts, and student led events).
- There will be an increase in the score on the Communication section of the Annual Learning Environment Survey.

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.

Monthly parent meetings will be held in order to update parents of their students’ academic progress.
A Needs-Assessment survey will be distributed to parents in order to identify and prioritize areas of improvement.

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).

Professional development sessions led by the assistant principal and teacher leaders will serve to help clarify instructional expectations. In addition, the school has begun to use Google Apps for Education as its communication platform which streamlines communication processes and tracks progress on the accomplishment of a series of goals.



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.

Develop the ability of staff members to create and foster positive classroom environments that are conducive to learning for all students.

Comprehensive needs assessment

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

This goal is was developed in response to the fact that the school's scores on the Learning Environment Survey with regards to student perception of positive culture decreased from 2010-2011 to 2011-2012.

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.

Measurable Objective

- Teachers will report being supported more effectively in addressing student behavior and discipline problems as measured by the % of teachers responding “strongly agree” or “agree” to the NYC School Survey question “I can get help I need at my school to address student behavior and discipline problems.”
- Students will report feeling safer while in class as measured by the % of students responding “strongly agree” or “agree” to the NYC School Survey question “I am safe in my classes.”
- Students will report that rules and expectations are clear and that the consequences are fair as measured by the % of students responding “strongly agree” or “agree” to the NYC School Survey question “Discipline in my school is fair.”
- The number of suspensions stemming from classroom behaviors and conflicts will decrease 5% as compared to last year's results.

Action Plan

A new position for Dean of Student Affairs was established. The Dean will:

Ensure the school wide environment is a safe and consistent environment with structures in place that students can count on:

- Students will be held accountable for being late every time they are late
- Students will be held accountable for being out of uniform whenever they are out of uniform
- Students will be addressed whenever they are in the hallway without a pass to ensure that students are in class and learning
- Student bathrooms will be monitored so that students will not waste time and miss class time while “hanging out” in the bathroom

Ensure that responses to inappropriate behaviors by teachers in classrooms are consistent and supported by administration:

- Teachers will be asked to use a consistent “three strikes” model to dealing with non-disruptive behavior that is inappropriate
- Non-disruptive behavior will be documented and students will be held accountable by the Dean of Students.
- Teachers will be able to have disruptive students escorted from class
- Students who are sent out of class will meet with a dean and the teacher prior to returning to class in an effort to hold students accountable for their learning.

Evidence

- There will be an increase in the:
 - % of teachers responding “strongly agree” or “agree” to the NYC School Survey question “I can get help I need at my school to address student behavior and discipline problems”
 - % of students responding “strongly agree” or “agree” to the NYC School Survey question “I am safe in my classes.”
 - % of students responding “strongly agree” or “agree” to the NYC School Survey question “ Discipline in my school is fair.”

Total number of suspensions based on classroom incidents will decrease by 5% from 2011-2012 to 2012-2013.

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.
- Parent workshops will provide assistance to parents in navigating Skedula and use of google documents .

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 creation of position for a dean of student affairs allows for the development of systematic protocols and procedures to address student misbehavior built primarily through Google Apps for Education. He also provides support to teachers as they work to create positive learning environments in their classrooms. Additionally, the lead teacher runs a series of workshops on behavior management plans.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Improve college and career readiness, ensuring that each KAPPA student (regardless of grade level or IB status) receives appropriate exposure and guidance.

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.

In previous years, the college exposure process took place through an advisory system or, in the senior year, via the work of a college advisor. As a result the development of a comprehensive 4-year college awareness program and the providing of extensive support to all students has become increasingly important.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Measurable objective

- All KAPPA seniors will carefully select and apply to 6 CUNY campuses, 4 SUNY campuses, and a wide range of private and out-of-state public schools by Dec. 1st, 2012; all seniors will complete their FAFSAs by Feb. 1st, 2013.
- KAPPA juniors will be familiar with basics of college and career readiness, including: degree types, college/university types, majors/minors, admissions requirements, and SAT prep. Furthermore, all KAPPA juniors will have visited a 2 year and 4 year campus by June 2013.
- KAPPA sophomores will be exposed to IB advantages and basic college readiness, including: admissions requirements, extracurricular involvement, and SAT prep through participation in a series of college readiness workshops. Furthermore, a minimum of 10% of KAPPA sophomores will have visited one 4 year campus by June 2013.
- KAPPA freshmen will be exposed to the IB program and basic college readiness, including: admissions requirements and extracurricular involvement through participation in a series of college readiness workshops. Furthermore, a minimum of 10% of KAPPA freshmen will have visited one 4 year campus by June 2013.

Action Plan

- Principal will meet weekly with college/career (CCR) team regarding case load management and troubleshooting complex cases.
- College/career team will conduct a college readiness workshop with each grade once each semester.
- Public office hours for students with college/career questions and concerns will be designated, communicated and posted.
- A partnership with Fordham University has been established to provide interns to assist the college/career team with the College application process.
- A College Now partnership is being forged with BCC.

Evidence

- Notes from CCR team meetings
- Workshop materials for each grade
- Spreadsheets tracking senior college application/FAFSA progress
- Spreadsheets tracking junior college awareness/application progress
- Rosters will be maintained to document Freshman and Sophomore participation in College Awareness/Readiness Workshops, college visits and pre-College Now courses.
- Artifacts, including student lists, from each college visit.

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.

Parent workshops her to raise awareness and disseminate key information about the college process include a workshop on the college selection process, a workshop guiding parents through the FAFSA process and informational meetings about College Now and International Baccalaureate courses.

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).

This year's drama teacher is also the college counselor and works with a team comprised of the guidance counselor, school social worker and a school aide to help facilitate these workshops. In addition, transportation and per session money is necessary for the college visits.

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	Close reading, peer-revisions, reading groups	Small group, tutoring	After school, lunch
Mathematics	Delta math	Small group, tutoring	After school, lunch
Science	Literacy-oriented supplementary support	Small group, tutoring	After school, lunch
Social Studies	Concept-mapping	Small group, tutoring	After school, lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior management plans	Small group, one-to-one	After school, lunch

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.

The major focus of the school in 2012-2013 is to provide instructional support, particularly surrounding the CCLS and Danielson Framework. The instructional support model is as follows:

A) Administrative support (w/in Danielson)

- Focus on:
- 1) clarity and coherence of objective (1e)
 - 2) assessment (ongoing informal and end-of-lesson) (3d)
 - 3) gradual release of responsibility → student autonomy via effective questioning and discussion techniques (3b)
 - 4) professor-identified area of improvement

B) Lead Instructional Mentor/Dean of Student Affairs (w/in Danielson and Lemov)

- Focus on:
- 1) classroom culture (2b)
 - 2) routines and behavior management (2d)
 - 3) mentor teacher support
 - 4) professor-identified area of improvement

C) Department Teams

- Focus on:
- 1) CCLS, IB aligned long-term planning
 - 2) Unit planning and Performance task development
 - 3) Aligned grading
 - 4) Identifying and utilizing effective instructional techniques
 - 5) Lesson study
 - 6) DYO development and reflection supported by DSTF to modify instruction

D) Grade Teams

- Focus on:
- 1) Inquiry to improve performance of student sub-groups outside the school's sphere of success
 - 2) Tracking students' development of specific skills supported by DSTF
 - 3) Support in sharing best practices
 - 4) Support in aligning curriculum across grades

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

KAPPA INTERNATIONAL PARENT INVOLVEMENT POLICY

Faculty of KAPPA International HS and the Parent Teacher Association will work together to increase parental involvement by setting forth the following:

I. Summer orientation for parents of incoming freshmen and new students
Monthly PTA meetings
Distribution of Parent Survey to assess needs of community and creation of calendar to set dates for workshops as per survey results.

In addition, parents will be invited to the following workshops in order to reinforce their partnership in our students' education:

Navigating KAPPA International website
Training for Skedula and Pupilpath
Computers 101- using technology as a tool to support students' academic growth
Introduction to the International Baccalaureate program and requirements
Understanding College Readiness and College Now programs
Demystifying College Process
FAFSA night
Understanding Special Education Reform
Understanding NYSESLAT and student rights
End of Year PTA Reflection Meeting on Practices and Next –Steps

II. KAPPA will also invite parents to attend college visits with their student in an effort to increase college readiness awareness.

III. KAPPA School Leadership Team, Parent Coordinator and lead parents will meet to develop a plan for increasing and sustaining communication and participation in yearly activities such as : KAPPA Dance; Senior Breakfast; Parent Breakfast; Multicultural Feast; Winter Gala; Spring Gala and End-of-Year picnic, to continue to foster a culture of respect and tradition.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

***SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED***

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

B. Language Allocation Policy Team Composition

Principal Panorea Panagiosoulis	Assistant Principal Andrew Clayman
Coach	Coach
ESL Teacher Sara Lichter	Guidance Counselor Maria Abreu
Teacher/Subject Area Robert Mathew Burke/Humanities	Parent Georgina Whitfield/PTA Pres.
Teacher/Subject Area Gloria Rodriguez/Mathematics	Parent Coordinator Michelle Richardson
Related Service Provider Norma Feriz	Other Heidi Ludwig/PSO Support
Network Leader Barbara Gambino	Other

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	339	Total Number of ELLs	33	ELLs as share of total student population (%)	9.73%
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Part II: ELL Identification Process

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

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

10Paste response to questions 1-6 here

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

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

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

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

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

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

6. Our ELL program is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										2	1			3
Total	0	0	0	0	0	0	0	0	0	3	2	1	1	7

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	5	1	7	1	1	7	0	1	33
Total	19	5	1	7	1	1	7	0	1	33

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										13	6	5	2	26
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic										4				4
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	17	8	5	3	33								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

A. Programming and Scheduling Information

d. Long-Term ELLs receive intensive instruction in applicable skills directed at specific content areas. Since these students usually have mastery of BICS but lack Cognitive Academic Language Proficiency CALP, instruction focuses on reading and writing strategies with models that carry across academic disciplines. Students learn to work through the processes of editing and analysis independently for future success.

6. Teachers scaffold academic language to support SWDs and ELLs students in their content areas through uses of print (context glossary in their native language, dictionaries in both the native language and English, as well as content area textbooks in native languages), Creating and Understand Rubrics, plus visual aides and technology designed to developing English language proficiency.

7. The school has incorporated CARE instrument to support academic rigor for the ELLs, all students participate in regular instructional program with ESL support to ensures continuity of rigorous instructions. The curriculum\ instructional program is aligned with mandated ESL/ ELA and content learning standards and the core curriculum. Curriculum Design Team develop and implement Understanding by Design UbD units and Curriculum Mapping . Technology information across the curriculum including power point iMovies, and wikis. All ESL Students are granted equal access and encouraged to participate in all school programs. Supplemental services are offered to all ELLs, which includes the lunch tutoring program and the Saturday Enrichment Academy. They are not only designed to support ELLs with current academic work but also include targeted instruction to prepare students for Regents Exams and Language Assessmenets such as the NYSESLAT.

Courses Taught in Languages Other than English

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

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

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

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

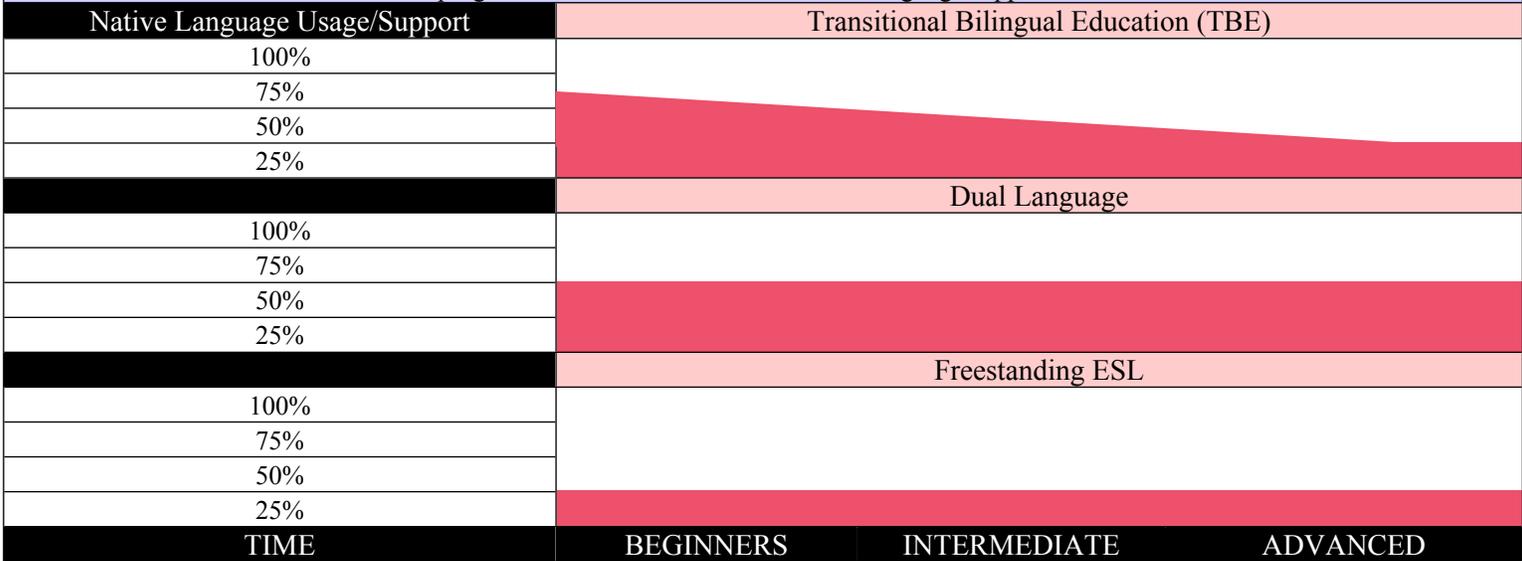
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

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

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

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

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

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

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

15. The current services and curriculum corresponds appropriately to ELLs' ages and grade levels. For example, in the self-contained ESL class, content from courses such as Global History is incorporated through historical fiction to enrich learning across the disciplines.
16. Newly enrolled ELLs visit the school to meet members of the administrative and teaching staff. They receive a welcome packet and in-person orientation. In addition, students are invited to a 3-day high school orientation, which covers topics such as academic content and scheduling, a learning styles survey, training about study skills, and behavior expectations.
17. ELLs have several language electives available to them. Currently, they are offered language classes in Spanish and French. Electives taught in English include drama, creative writing, music, and a math elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers at KAPPA receive professional development with regards to instruction of ELLs. In addition to the ELL population, a large percentage of KAPPA's students are either former ELLs and the school is working in a focused manner to improve the language skills of all students in all classes. The training begins prior to the start of the academic school year with an acculturation of the idea that all KAPPA teachers are teachers of reading and writing. This is followed by a discussion (via brainstorming and role-playing) of strategies used to support language acquisition (visual aids, explicit instruction of vocabulary, graphic organizers). The remainder of the professional development occurs on the departmental level as teachers identify content-specific strategies to better target the needs of ELLs. While much of this work is performed internally, specialists from New Visions for Public Schools provide additional support and insight. In addition ELL personnel receive professional development within the school through bi-monthly workshops on differentiation. Outside of school, ELL personnel attend the New York state TESOL conference as well as periodic trainings through the Bronx BETAC office.
2. In order to best support students and train staff in the transition from middle to high school, the year begins with a 3-day orientation to build a strong foundation (see answer 13 in Part B). During students' ninth grade year, they receive training and special emphasis on study skills, time management, and an introduction to academic materials and resources both inside and outside of the school building.
3. All teaching staff receives professional development in assessment, Lesson planning, effective group work and differentiation, especially as related to teaching various language levels. This takes the form of weekly departmental meetings where they discuss ELL strategies, methodologies and second language acquisition and instructional scaffolding techniques based on teacher and students' work/need. Records are kept through meeting minutes.

E. Parental Involvement

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

Paste response to questions 1-4 here

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	0	3	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	25	0	21	0
Geometry	6	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	5	0	0	0
Earth Science	16	0	3	0
Living Environment	17	0	5	0
Physics	0	0	0	0
Global History and Geography	6	0	4	0
US History and Government	5	0	1	0
Foreign Language	14	0	12	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

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

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

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

Paste response to questions 1-6 here

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

2. Based on LAB-R and NYSESLAT scores, students are more likely to test proficient in listening/speaking. In fact, no students above the 9th grade test as less than proficient in listening/speaking. In contrast, the reading/writing skills take longer to develop. Throughout all four high school grade levels, students require instruction and extra practice in reading and writing skills. 9th graders, however, especially beginners who are relatively new to the country generally achieve lower scores on all four components. Presumably, through sitting in a year in English-speaking content courses, the listening and speaking skills have developed at a faster rate than the reading and writing skills, which require more direct instruction.

3. Based on the patterns in data, instruction in all grade levels will emphasize reading and writing skills. Listening and speaking skills will continue to be taught, especially on a more advanced level for academic and professional purposes. However, instruction will forefront critical skills needed for academic reading and writing in all content areas.

4. a. ELLs tend to develop listening and speaking skills faster than reading and writing skills. In general, the academic vocabulary and language structures used in written language takes much longer to develop and requires more explicit instruction. Beginner ELLs are score as beginner or intermediate in all modalities, whereas some intermediate ELLs may even be proficient with regards to listening and speaking, but intermediate in reading and writing. The gap persists both with advanced students and the performance of former ELLs on non-ESL related exams. Students do not typically take tests in their native language, so all results are taken from tests administered in English.

b. ELL Periodic Assessments are used to evaluate students' strengths and weaknesses, in order to tailor future instruction. In addition, periodic assessments are used to predict students' performance on classroom and state assessments.

c. The DY0 periodic assessments create a more in-depth picture of ELLs' language development and skills. In addition to results from classroom formative and summative assessments, the periodic assessments allow students to experience a replication of larger exams to come. The assessments reflect the need for instruction in academic language structures and vocabulary, especially in reading and writing. Bilingual glossaries, dictionaries and a bank of vocabulary allows students to demonstrate content mastery without interference from language skills.

6. In order to evaluate the success of school programs for ELLs, results from classroom and periodic assessments are gathered for analysis. In addition, student and parent feedback through conferences and surveys assist in improving ESL services in specific areas. Instructors from all disciplines provide feedback through department chair and general staff meetings, in order to address issues across academic areas. DY0 assessments, modeled after Regents examinations serve to provide baseline data and the Regents results at the end of the course illustrate growth as compared to other, non-ELL students. In addition, the NYSESLAT provides assessment data which allows the school to determine the progress students make in each of the four modalities.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10x374 **School Name:** KAPPA International High School

Cluster: 562 **Network:** Barbara Gambino

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

Part A: Needs Assessment Findings

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

KAPPA International determines the primary languages spoken by our school community through a variety of practices. First, our Principal, Assistant Principal and Social Worker review the necessary ATS reports including the RDGS and RHLA which provides us with an exact breakdown of the home languages. Additionally, all incoming ninth graders are provided with an emergency contact blue card at our new student orientation and during our summer bridge program, if they were not already completed. Further, before each parental conference throughout the school year parents and guardians are required to review and update the existing blue card on file before speaking with their child's guidance counselor. Home Language Identification Surveys are distributed to parents and guardians in cases where there is a lack of documentation.

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.

63% of students were identified as coming from a Hispanic background, while 33% of students coming from African-American backgrounds. The remaining 4% were distributed between White and Asian. 48% of home languages were identified as Spanish and 47% as English with the remaining 5% being French and Arabic. This information was communicated to the staff at a staff meeting.

Part B: Strategies and Activities

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

KAPPA International distributes translated written materials through a combination of the translated materials provided by the New York City Department of Education, the DOE translation services and in-house and campus-wide school staff translation – specifically the Principal, Social Worker, Spanish, French and Arabic teacher help to translate documents into Spanish.

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.

All meetings involving parents include the possibility for oral translation services as the Principal, Social Worker and several of the school aides speak both English and Spanish. Several teachers in the school speak French and there are staff members on the campus who speak Arabic.

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

The school uses DOE-provided materials, including letters, posters and webpages to inform parents about the requirements for translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: KAPPA International H.S	DBN: 10x374
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 57
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 20
of certified ESL/Bilingual teachers: 2
of content area teachers: 18

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At KAPPA International H.S we currently have an ELL population of 57 students 9-12.

All ESL beginner students receive after school tutoring twice a week with ESL teacher for an hour focus on literacy and vocabulary and three times a week with core subject teachers for 45 minutes focus on content from September to June. Similarly, Intermediate and Advanced students receive after school tutoring and all ESL students attend Saturday academy from 9am to 12 noon. The Saturday academy includes two sessions: 9:00 am to 10:45 am and 10:45 to 12:00. Classes offered are traditional ESL and Regents enrichment in global, math, science and English for ESL and SIFE students who have not passed the Regents. The English Regents program is designed specifically for high school ELLs and focus on developing reading, writing and listening skills for Regents and NYSESLAT. Service providers are all fully licensed in their respective content areas. The instructional mode is a team teaching approach; the ESL, science and math teachers will form a team in the first session and the social studies and English teacher in the second section with the support of ESL teacher. All our ELL students are encouraged and mandated to participate in the program. Instruction is in English and Spanish speaking students also receive support in their native language where needed.

All ELL students share the same common literacy focus as the rest of the general population. ELLs also receive English-language content instruction designated ESL sections taught by licensed content area teachers. Three of these content areas are provided as co-taught subjects: ELA, social studies and science class with a licensed content and a licensed ESL teacher. This provides additional support, particularly for our newcomer and SIFE populations in content area classes.

Part C: Professional Development

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

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

Begin description here:

Teachers have received QTEL training from the Community Learning Support Organization and from the NYCDOE as well as additional training in ESL methodology from the staff developers from our network,

Part C: Professional Development

the NYCBETAC and other organizations. On-site professional development takes place once a month. ELL related topics planned for 2012-2013 year include:

- understanding and articulating the Language Allocation Policy (LAP);
- using data to drive instruction, preparing for the NYSESLAT;
- understanding and using the ESL standards and ESL methodologies and strategies.

The provider for the ELL workshops will be our ESL teacher and invited ELL professional developers.

Teachers of ELL students meet one time per week for 90 minutes to review ELL student performance and best practice, including: spring 2011 NYSESLAT; understanding and using ESL Metodologies and Strategies, analyze student data, to discuss instructional strategies and identify professional development from the network and school-based personnel.

ESL teacher also conducts regular intervisitations to other partner schools and that are participating in UDL workshops.

Part D: Parental Engagement Activities

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

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

Begin description here:

The parent coordinator, guidance counselor and ESL teacher attend professional development sessions given by the NYCDOE on parent orientation and procedures for incoming ELL students and how to help parents support their students. Professional development workshops on staff development days relate how to help all students reach standards as well as workshop on ARIS to track their student's progress. In conjunction with ELL Saturday Program a series of four workshop November 2012, March, April and May 2013. Topic to be covered include: supplementing our mandated parent orientations meetings and workshops which are designed to familiarize parents with the New York City Public School system; how to help and support a child's academic achievement; preparation for the Regents exams and NYSESLAT; and introducing parents to local CBO's and services available to them.

All parents related activities and communication are available on English, Spanish and French, as well as parent's preferred language.

Part E: Budget

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

Allocation Amount: \$

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