



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** KAPPA V  
**DBN (i.e. 01M001):** 23K518  
**Principal:** THOMAS MULLIN  
**Principal Email:** [TMULLIN@SCHOOLS.NYC.GOV](mailto:TMULLIN@SCHOOLS.NYC.GOV)  
**Superintendent:** MS. MAURICIERE DE GOVIA  
**Network Leader:** MS. JOANNE BRUCELLA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Mr. Thomas Mullin	*Principal or Designee	
Ms. Adriana O’Hagan	*UFT Chapter Leader or Designee	
Ms. Patricia Johnson	*PA/PTA President or Designated Co-President	
Ms. Lucielle Bobb	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Ms. Irene Pizzo	Member/ Teacher	
Ms. Kathryn Wierzbowski	Member/ Teacher/Chairperson	
Mr. William Watkins	Member/ Parent	
Ms. Phyllis Saniford	Member/ Parent	
Ms. Gail Jones	Member/ Parent	
Mr. Christopher Norton	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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.

**TO DEVELOP THE PRACTICE OF CCLS ELA ACROSS ALL GRADES – Incorporating the new CCLS curriculum and program of study into all grades over the full year. By June 2014, all students in grades 6-8 will complete at least 4 common core-aligned Scholastic units of study in English Language Arts as evidenced by performance tasks as well as classroom observations and teacher-team evaluations.**

### **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 has been devised due to a close analysis of our school's AYP, the previous years' NYS English Language Arts exam results, teacher-made assessments, and the most recent Baseline Assessment.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. PD will be given on the following topics: Scholastic CodeX- to monitor and revise curriculum; network and external experts to facilitate Professional Development sessions for all staff members on how to most effectively teach the rigorous ELA units; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

#### **B. Key personnel and other resources used to implement each strategy/activity**

Assistant Principal for all students including ELL and SWDs, PIC/CFN Instructional Specialists, ELA teachers/Inter-visitations and our Data Specialist. The PIC is a TIF term for Peer Instructional Coach.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Whole class, SWD's and ELL, small groups (push-ins/pull- outs) during the instructional day; as well as during extended day (AM/PM), and Saturday Academy.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 through June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. In addition to the above mentioned personnel, we have received a TIF Grant (Teacher Incentive Fund) which allows for PIC teacher to visit classrooms and advise/help teachers adjust to the new Danielson Rubric. Additionally, we have received an MSQI Grant which provides support in implementing the 'Word Generation Product' which at the most basic level increases vocabulary.

### **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).

- a) Parent workshop to introduce them to ARIS Parent Link and how it can be used to assist in strengthening their child's math skills.
- b) Parent workshop to introduce parents to ENGRADE this is a tool whereby teachers post course description, learning goals, results of class assessments, homework, and projects.
- c) Creating a safe, positive and nurturing environment whereby their child's self-esteem and enjoyment level of math increase throughout the year.
- d) Keeping parents informed of students' progress through progress reports.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## Goal and Action Plan #2

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.  
**TO DEVELOP THE PRACTICE OF CCLS MATHEMATICS ACROSS ALL GRADES – Incorporating the new CCLS curriculum and program of study into all grades over the full year. By June 2014, all students in grades 6-8 will complete at least 4 common core-aligned CMP3 units of study in mathematics as evidenced by performance tasks as well as classroom observations and teacher-team evaluations.**

**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 has been devised due to a close analysis of our school's AYP, the previous years' NYS Mathematics exam, teacher-made assessments, and the most recent Baseline Assessment.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- PD will be given on the following topics: CMP3 to monitor and revise curriculum; network and external experts to facilitate Professional Development sessions for all staff members on how to most effectively teach the rigorous math units; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.
- B. Key personnel and other resources used to implement each strategy/activity**
- Assistant Principal for all students including ELL and SWDs, PIC/CFN Instructional Specialists, Math teachers and Data Specialist.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Whole class, SWD's and ELL, small groups (push-ins/pull- outs) during the instructional day; as well as during extended day (AM/PM), and Saturday Academy.
- D. Timeline for implementation and completion including start and end dates**
- September 2013 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- In addition to the above named personnel, 2 math teachers will be hired on a part-time basis to assist the students in mastering an understanding of the units. They will be in the classroom and/or pulling out small groups to enhance understanding. Also, we have received a TIF Grant (Teacher Incentive Fund) which allows for PIC teacher to visit classrooms and advise/help teachers adjust to the new Danielson Rubric. Additionally we have received an MSQI Grant which provides support in implementing the 'Word Generation Product' which at the most basic level increases vocabulary.

**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).
- Parent workshop to introduce them to ARIS Parent Link and how it can be used to assist in strengthening their child's math skills.
  - Parent workshop to introduce parents to ENGRADE this is a tool whereby teachers post course description, learning goals, results of class assessments, homework, and projects.
  - Creating a safe, positive and nurturing environment whereby their child's self-esteem and enjoyment level of math increase throughout the year.
  - Keeping parents informed of students' progress through progress reports
  - Conducting Math night the first Monday of the month to bring Parents up-to-date with the topics and methodologies used in the math class over the next 30 days.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 “By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching. Included in the new teacher evaluation and development system will be improved pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery to improve student achievement for all students irrespective of subgroup identification.”

**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 a new requirement of the DOE, this new teaching and rating methodology presents problems for teachers who are already working with a totally new curriculum. It is complex and multifaceted which requires we narrow our instructional focus to the two important areas stated above to have the most positive impact on student performance and results.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. PD will be given on the following topics: Interim assessments to monitor and revise curriculum; network and external experts to facilitate Professional Development sessions for all staff members on how to effectively create the groups and advance their discussion techniques. Additionally, domain 3 questioning and assessing student responses will be enhanced with the Professional development. Rigorous performance math and ELA tasks; use of rubrics with the language of the standards to provide specific feedback to students regarding their work; use of student data to plan and set goals; further development of inquiry as teams of teachers use case studies and data to inform differentiated lesson planning.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrative personnel, TIF personnel and the PIC.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. In class evaluations and observations and well as the results of interim assessments.

**D. Timeline for implementation and completion including start and end dates**

1. October 2013 through June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Time has been set aside for the 2 person outside TIF team, including our in-house PIC

**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).

**a) We will work with families to serve the best interests of their children:**

- b) Teachers will send students home with a hard copy progress reports to review with parents.
- c) Parents will be introduced to ENGRADE where teachers will post course descriptions, learning goals, homework assignments and projects.
- d) Teachers will consistently update parents on meeting academic projects/homework deadline through the use of ENGRADE.
- e) Parents will be introduced to ARIS Parent Link.
- f) Parents will be invited to many events planned by the school and the parents themselves:
  - a. Cornell Wellness Center Nutrition series; Multi-Cultural Night; CCLS Overview; Study Skills; Stress Management and others
  - b. Coordinator will provide materials and services to help parents work with their children on completing the events.
- g) Monday is Math Night! For parents to see what’s coming up this month in the students’ math class

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.							

### **Goal and Action Plan #4**

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.

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

##### **D. Timeline for implementation and completion including start and end dates**

1.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

#### **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).

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #5**

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.

#### **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.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1.

**B. Key personnel and other resources used to implement each strategy/activity**

1.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**D. Timeline for implementation and completion including start and end dates**

1.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Word Generation, Scholastic CodeX, Websites	Small Group and one to one Tutoring	Extended Day, Saturday Academy, AM & PM Tutoring
<b>Mathematics</b>	CMP3, XL websites, Finish Line CCLS Math Workbook	Small Group and one to one Tutoring	Extended Day, Saturday Academy, AM & PM Tutoring
<b>Science</b>	Pearson	Small Group and one to one Tutoring	Extended Day, AM & PM Tutoring
<b>Social Studies</b>	Holt, McDougal	Small Group and one to one Tutoring	During School Hours
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-Risk Counseling	Small Group and one to one Tutoring	During School Hours

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• <b>We will utilize the following means and methods:</b> <ol style="list-style-type: none"> <li>a) In collaboration with our network (210) Human resources Personnel we will recruit teachers qualified to do the job.</li> <li>b) KAPPA V has a hiring committee in place, and administrators attend hiring fairs to make as-needed selection of staff</li> <li>c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.</li> </ol> </li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is given every week by an administrator, our PIC, a lead teacher, CFN personnel or outside TIF mentors.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All our programs include a special emphasis on SWD's and our ELL student. Increasingly, we have focused on STH students for educational assistance when applicable. Where necessary, we have provided supplies, clothing etc. to STH students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
This year the school MOSL Committee decided on the default measures of assigning the assessment process.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and

parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>518</b>
School Name <b>KAPPA V</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Thomas Mullin</b>	Assistant Principal <b>Laura Edwards</b>
Coach <b>Norma Williams</b>	Coach
ESL Teacher <b>Ms. O'Hagan</b>	Guidance Counselor <b>Alelia Doctor</b>
Teacher/Subject Area <b>Marcelle Gilkes</b>	Parent
Teacher/Subject Area <b>Math</b>	Parent Coordinator <b>Juanita Williams</b>
Related Service Provider <b>Ualin Smith (AIS)</b>	Other
Network Leader(Only if working with the LAP team) <b>Joanne Brucella</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>232</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.43%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1									1
Total	1	0	0	0	0	0	0	0	0	1

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

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 (SWD)					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	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

For all ELLs new admits to our middle school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities results, years of service, and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps guide ESL instruction in our school. Again, we have very few ELLs in our school, so results are evaluated individually. Classroom teachers are provided with students' test results from previous years' state tests, and in the autumn, Acuity diagnostic tests are administered.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

This year our ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We only have one ESL program/model in our school for our one ESL student. We do not have a bilingual nor a dual language program. Classroom teachers with an ELL in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. During the time ELL student meets with our AIS staff member, he is allowed to use his native language to communicate, especially while teaching new vocabulary. Cognatives are used in order for student to understand new vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our ESL specialist meets regularly with the students' content area teachers to ascertain the students' needs, to offer ideas to differentiate instruction and assessment and to discuss how she can provide content area support.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We constantly monitor the progress of our ELL student through rigorous assessment in all subject areas. During our teacher team meetings, teachers have the time to go over data and plan instruction collaborative to ensure the academic success of our ELL student. Teacher observation notes are reviewed as well as formal and informal class assessments. All content area teachers give a brief report about the ELL student's strengths and weakness in that particular class. The goal is to work collaborative to support his learning.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Our part-time, fully certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if KAPPA V would be able to support the academic needs of each ELL student. For students assigned to our school by the DOE placement office, she meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ESL specialist, or an administrator, or the Spanish language teacher. An informal oral interview is conducted by the ESL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL specialist administers the LAB-R assessment to determine the student's eligibility to receive ESL services. If there is a first-time registrant who speaks Spanish, the Spanish LAB would be administered by a bilingual Spanish teacher.  
Our fully-certified ESL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.

Our ELLs are assessed annually on the NYSESLAT exam. Our ESL specialist reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ESL services, and who are mandated to take the NYSESLAT. She is responsible for all aspects of the administration of the NYSESLAT, including ordering, scheduling, parent notification of testing, administration of all sub-sections (listening, reading, writing, and speaking), coordinating the writing scoring sessions, and packaging and return of test materials.

The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band: the grade 6 is administered separately from grades 7-8. Our ESL specialist administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session.

Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations, and help to guide instruction.

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.  
We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL based on the informal interview and the HLIS, our ESL specialist would explain to them that there are three different models of ESL instruction offered by the DOE, using DOE parent brochures and video. Parent surveys and Program Selection forms would be filled out and the information entered on ATS on the ELPC screen. The LAB-R would be administered by our ESL specialist within the first ten days of the student's attending our school.  
Parents of ELLs who are enrolling in our school are informed that KAPPA V does not offer a bilingual program nor a dual language program, and that we have a part-time ESL specialist.  
We offer a freestanding ESL program that combines instruction in the English while ELL specialist provides support in other content areas. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more lower level English proficiency students are interested in registering to attend KAPPA V, then changes and accommodations will be discussed and implemented in the future.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the beginning of the school year, our ESL specialist drafts, prints, and distributes parent notification letters to students -- both letters of entitlement for continuing ELLs, and the occasional letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English and the parents' preferred language for school

communications, using the translated versions available on the DOE website. Letters are distributed during ESL instructional times. ESL specialist makes phone calls to communicate to parents that letters are being sent home for their immediate attention and response.

Copies of all parent notification letters are kept in the ESL binder in the principal's office. If we have a first time registrant to NYC schools, parent surveys and program selection forms will be given to parents to complete at the time of the oral interview at intake, and copies of their parent survey and program selection form will also be kept in this binder.

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.

On the first day of school in September, and periodically (at least twice monthly) throughout the school year, our ESL specialist runs ATS reports (RLER and RLAT), and consults with the pupil personnel secretary responsible for student records about new admissions to the school. Parents are informed that KAPPA V does not offer a bilingual program. (We have never had parents requesting a bilingual program. If our demographics change in the future, and families are admitted who request a bilingual program after learning about placement choices for ELLs in NYC, then we would make the necessary accommodations.) Parents are informed, in both English and in their native language using DOE translated notification letters, that their ELL child will be placed in our part time pull-out ESL program if eligible for continued ESL service. Copies of all parent notification letters, in English and the native language, are kept in the ESL binder in the Principal's office. The ESL specialist gathers class schedules from the school programmer, and in consultation with classroom teachers, creates a pull-out or push-in schedule for the three days she works in our building. As schedules change, due to school-wide adjustments and semester changes, the ESL schedule is also adjusted.

Our ELL students also meet with the ESL teacher during the 50-minute extended time tutorial session in the morning to target those areas that need most improvement. Since collaboration is a key component in our schools, ESL teacher might provide tutoring on specific topics or units being covered in the other content areas.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5/6 KAPPA V is a 'choice' school; our ELL parents have made the decision to send their children here, and understand that the only program model we offer is a parttime freestanding ESL program. In the nine years since our inception, we have never had more than six ELLs in one year. No family has ever decided not to send their child here because we do not offer either a beginning level intensive ESL program, nor a bilingual program. We have had students in self-contained special education classes who scored at a beginning level of English proficiency on the NYSESLAT exam. For these students, whose learning disabilities interfere with their reading ability; their low NYSESLAT scores are not due to second language learning difficulties. These students' listening comprehension and ability to communicate orally in English have always been much higher, and some of them have scored at an advanced or proficient level on those sections of the NYSESLAT.

6. 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.) 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. 

See #5 Above

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The ELL student at KAPPA V follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week.
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)?

Instruction is provided entirely in English. A part-time ESL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. In addition to the 50 minute morning Extended Day tutorial bloc, our ELL student receives pull-out instructional time, and occasional push-in instructional time, with the ESL teacher. Students are pulled out for either individual and/or small group instruction, in order to meet the mandated minutes of ESL instruction for their proficiency level as determined on their most recent NYSESLAT.

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 foster language development and meet the demands of the Common Core Learning Standards.

We have only one ESL program model in our school for our one ELL student; we do not have a bilingual nor a dual language program. Classroom teachers with ELLs in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. Content area teachers provide considerable scaffolding to support ELL students, including using sheltered English, graphic organizers, cooperative learning, and specific vocabulary instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
This year our 'newcomer' ELL student is in a regular ED sixth grade class. He receives reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional material, and engaging in focused classwork as a basis for writing development. Our goal for him is continued progress in their demonstrated English skill levels. Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction and frequent assessments.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction and frequent assessments.

- 7. 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?

N/A

- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

N/A

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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**

9. 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.

Our school uses data from standardized assessments (NYS, NYC, and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need; many KAPPA students read below grade level. Our curriculum preparation includes Response to Intervention, focusing on specific reading programs for students. We have instituted small-group tutoring sessions during the school day for all students who scored 1 or 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English language readers are also helpful for ELL students.

Our school also uses Acuity to assign specific online learning assignments to all students, including our ELLs, using Acuity data to indicate which standards need reinforcement. Math, ELA, science, and social studies teachers assign Acuity lessons that students access and work on during tutorial times, and have access to during after-school hours.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments. Our ESL specialist meets regularly with ELLs' content area teachers.

All instruction in KAPPA V is in English. On some years we might have one ELL/SWD who is mandated to have a bilingual para assist them in the classroom; on those years, the para provides bilingual support interventions, working one on one.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who scored proficient on the NYSESLAT. Our ESL specialist meets with his teachers regularly to monitor his progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming year, we are not planning new programs. The ELL population is negligible in our school, never comprising more than 1 or 3 % of the student body at the most.

12. What programs/services for ELLs will be discontinued and why?

For the upcoming year, we are not planning to discontinue any programs or services for our ELL student.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all KAPPA V's extracurricular activities, including Beacon and PAL community programs. There are no special afterschool/supplemental programs offered exclusively to ELLs here because we have so few ELLs. Our ELL students are encouraged to attend afterschool and Saturday academic programs in ELA and math, that are meant to support all students to reach grade-level achievements on state tests. ELL students also participate in college preparedness activities, and all field trips. All school support structures are available to our ELLs: technology in the classrooms, media center and school library, tutoring, Saturday Academy, afterschool programs. All ancillary services provided to students with IEPs are provided to our ELLs with IEPs as mandated: speech, guidance, and resource room.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our ELL student is in sixth grade. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Instructional materials that help support struggling readers are used in all content areas in all classes; most of our general education students are also reading below grade level. Teachers use data from Acuity diagnostic and predictive tests to assign specific online Acuity lessons during tutorial times. Teachers use online differentiated literacy during class time to support all students, including ELLs.

Content area teachers have books in native languages in their classroom libraries, and ELL students are encouraged to read them.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Because we have so few ELLs (actually one this year), and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
KAPPA V is a middle school; all our programs, resources and supports are specific to this age group.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Because we have so few ELLs (actually one this year), and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.
18. What language electives are offered to ELLs?  
All KAPPA V students take Spanish as a foreign language.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1/2. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve most of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the ESL specialist will offer PD's to classroom teachers of our ELL student.

3. When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. She reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language.

4. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?  
Parents are surveyed at the beginning of each year, during intake and at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community. ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.

We offer "Math Nights" and "Technology Nights" for parents to come to school and 'learn' what their children are learning.

Our administrators, test coordinator, and parent coordinator communicate with parents regularly via Monthly newsletters to foster awareness of issues pertaining to students' academic and social development, and to share information about community events. Our parent coordinator communicates with parents on issues relating to school rules and procedures, such as the school uniform and scheduling. Our ESL specialist communicates regularly with ELL families about ESL service eligibility, scheduling and testing information. When parents have requested translated communications, translation services are provided, usually by a staff member fluent in the language, or via DOE translation services.

At this time, KAPPA V is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains small. This year we have six ELLs; which is the highest number we have had in the past several years. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.

## E. 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.

## Part VI: LAP Assurances

**School Name: KAPPA V**

**School DBN: 23K518**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Mullin	Principal		11/14/13
Laura Edwards	Assistant Principal		11/14/13
Juanita Williams	Parent Coordinator		11/14/13
Adriana O'Hagan	ESL Teacher		11/14/13
	Parent		
N/A	Teacher/Subject Area		
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Alelia Doctor	Guidance Counselor		11/14/13
Joanne Brucella	Network Leader		11/14/13
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 23K518 School Name: KAPPA V

Cluster: CFN Network: 210

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

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

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

Our Spanish teacher and one of our Para-professionals translate whenever there is a need. The parent coordinator will make appointments to accommodate parents that need a translator to communicate with the teachers as well as other staff. When necessary, Documents are translated by the above 2 staff members during non-school hours or by the PTA from English to Spanish to ensure that information is effectively communicated and understood by parents. Parents receive information in their native language in a timely manner whenever the need arises.

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.

One of our findings is that that we have adequate staff to help with the translation of written documentations that need to be sent home in Spanish. During curriculum night and/or open school days/nights we have staff on hand to help with oral translations. The School Leadership Team and PTA have sometimes provided extra support to the school during these events that require oral translations.

## Part B: Strategies and Activities

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

The school has 1 ELL student and 2-3 spanish speaking parents. School staff or parent volunteers will provide written translation services in-house when translation services are needed. These services will be provided in house and paid accordingly to the translators. Translation funds are allocated hourly to support this service throughout the year.

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.

When necessary, oral interpretation will be provided during PTA, Orientation, and Parent/Teacher Conference Day/Night and/or meetings between non-English speaking parents (Spanish). The school will have the spanish teacher and the Para-professional to provide translation when needed.

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 will translate any and all documents that need to be translated to communicate effectively with parents. School staff will provide oral and written translation in-house and/or parent volunteers to those who need such translation services. Our school will provide translation and interpretation services in spanish. In the main office, our school has posted the languages that are covered and a copy of such written notification can be obtained in the main office. Our school safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative office solely due to language barrier. We have in-house staff to provide both written and oral translation when needed. As per the Chancellor's Regulation, translation posters and cards are conspicuously posted throughout the building. In addition, key staff personnel, the PTA, the Main Office and the Security Agent have the translation card and are able to afford parents the opportunity to use the over-the-phone translation service, as indicated on the card.

