



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: KAPPA MIDDLE SCHOOL
DBN (i.e. 01M001): 09X215
Principal: SHERI WARREN
Principal Email: SWARREN@SCHOOLS.NYC.GOV
Superintendent: DELORES ESPOSITO
Network Leader: BEN WAXMAN

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
Sheri Warren	*Principal or Designee	
Marcia Jo Shepherd	*UFT Chapter Leader or Designee	
Ramora Petersen	*PA/PTA President or Designated Co-President	
Kathy Otiti Hicks	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	
Todd Petersen	Member/ Parent	
Willayie Saygbe	Member/ U.F.T. Representative	
Teresa Andrews	Member/ U.F.T. Representative	
Beverly Goodman-Tonah	Member/ U.F.T. Representative	
Lyze Malvae	Member/ Parent	
Carlos Malave	Member/ Parent	
Angel Martinez	Member/ Parent	
Maurice Lauriano	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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.

By June 2014, students will be able to develop the skill of using evidence to support arguments in discussion which will then transfer to stronger writing in literacy and math, and develop the communication and collaboration skills that support college and career readiness.

Comprehensive Needs Assessment

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

Based on the New York State Common Core English Language Arts Exam (ELA) and the New York State Common Core Math Exam, 18% of the entire school population performed at or above grade level in ELA and 29% performed at or above grade level in Math. Additionally, results from formative assessments demonstrate that students experience challenges when attempting to complete expository writing tasks as well as on-demand writing.

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

- In order to attain this goal, all K.A.P.P.A students will receive English Language Arts instruction based on the curriculum titled Expeditionary Learning. As a result, students will be able to:
- Utilize graphic organizers to help create thesis statements, make claims and cite evidence.
- Use discussion prompts to facilitate group discussions.
- Transfer and use expeditionary learning protocols across all content area subjects in order to make claims and provide supporting evidence.

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

1. All teachers will receive professional development in the areas of citing evidence, making claims and developing thesis statements.
2. All teachers will provide students with multiple opportunities to engage in discourse in which students provide evidence to support their claims and or arguments.
3. All teachers will use variations of expeditionary learning protocols to assist students in the area of using evidence in arguments.

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

1. Mid unit assessments, end of unit assessments, exams, and measure of student learning assessments.

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

1. September, 2013 to June, 2014.

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

1. Expeditionary learning, connected mathematics program, Go Math, Science A-Z, graphic organizers, and expeditionary learning protocols.

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).

- 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.
- Conduct Needs Assessment Surveys
- Facilitate workshops and activities based on the needs identified via parent surveys
- Facilitate Homework Help workshops
- Facilitate workshops that help parents understand the revisions, format, and components of the ELA and Math exam
- Conduct an annual Curriculum Night in which parents learn about the Expeditionary Learning and Connected Mathematics curriculum

Budget and Resource Alignment

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

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

By June 2014, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

Comprehensive Needs Assessment

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

Based on the results of formal and informal observations, students had difficulties engaging in quality discourse with each other. Teachers also had difficulty crafting engaging questions that were academically rigorous. In many instances, class discussions were predominately teacher to student instead of student to student.

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. Webb's Depth of Knowledge levels
2. Universal Design for Learning
3. Expeditionary Learning Protocols
- 4.

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

1. All teachers
2. All teachers
3. All teachers
4. All math teachers

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

1. Informal Observations
2. Formal Observations
3. Increased number of individual and group presentations

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

1. September 2013 to June 2014

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

1. Block Programming
2. Connected Mathematics Program
3. Go Math Program
4. Expeditionary Learning

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).

Parents will receive communication from this school that helps them to strategically question students about what they are reading and writing. In addition, parents will be given a list of questions that can be asked of students across all subject areas that will help the children become more comfortable with utilizing academic vocabulary.

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	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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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, interdisciplinary teacher teams will scaffold language demands to support the development of syntax as well as a general and domain-specific academic vocabulary across all content areas.

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.

Even though the percentage of English language learners is % there are many unidentified ELLS in the school. This is compounded by the fact that many of the students' parents are not literate in any language. As a result, special attention must be paid in the areas of syntax and vocabulary development.

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. Universal Design for Learning
2. Scaffolding Language: Scaffolding Learning (Pauline Gibbons)

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

1. All teachers
2. CEI-PEA Consultants

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

1. Informal Observations
2. Formal Observations
3. Individual and class presentations by students

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

1. September, 2013 to June, 2014

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

1. Push-in ESL Program
2. After school Program
3. 90 Minute Block Programming

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).

Not Applicable

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	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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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.

By June 2014, teachers will incorporate multiple formats to represent information and enhance student engagement, e.g. multiple versions of a story or of a math or scientific process; teachers will use multimedia collections, including images, sounds, text, video, concept maps, Web links, or animation of text-meaning.

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.

Feedback given to teachers during the observation process, highlighted the fact that the vast majority of lessons being conducted at KAPPA were based on the whole class lecture method. As a result, lessons were teacher centered and dominant. Students had limited opportunities to receive differentiated instruction. In addition, the whole class lecture method did not cater to students' individual collective and individual learning styles.

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. Webb's Depth of Knowledge
2. Universal Design for Learning
3. Science A to Z
4. Common Core Library

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

1. All teachers

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

1. Informal Observations
2. Formal Observations

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

1. September, 2013 to June 2014

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

1. Science A to Z
2. Elmo Video Recorders
3. LCD Projectors
4. Mathelicious
5. Universal Design for Learning

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).

Not applicable

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	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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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.

By June 2014, students will develop persistence and patience while grappling with new complex tasks and concepts.

Comprehensive Needs Assessment

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

Based on the results of teacher surveys and informal conversations with teachers, it was noted that teachers were experiencing challenges as it relates to developing academically rigorous questions. During lessons, the vast majority of questions being posed to students are low level and require one worded responses.AI

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. Webb’s Depth of Knowledge
2. Connected Mathematics Program
3. Go Math Program
4. Expeditionary Learning

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

1. All teachers

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

1. NYS ELA Exam
2. NYS Math Exam
3. ELA, Math, Science, and Social Studies (Measures of Student Learning)
4. Mid-Unit Assessments
5. End of Unit Assessments

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

1. September, 2013 to June, 2014

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

1. Professional Development-Webb’s Depth of Knowledge
2. Professional Development-Connected Math Program
3. Professional Development-Go Math Program

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).

Not Applicable

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	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	5 th /6 th /7 th /8 th Grade After School Program	Whole group class instruction (Level 1 and 2 students)	After School
Mathematics	5 th /6 th /7 th /8 th Grade After School Program	Whole group class instruction (Level 1 and 2 students)	After School
Science	8 th Grade Science Afterschool Program Science A to Z	Whole group class instruction (8 th grade students that are failing or performing poorly Science Whole group class instruction 5 th /6 th grade students	After School
Social Studies	Not-applicable	Not-applicable	Not Applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	On the Road to the Honor Roll Building Character – Learning about Respect Building Character – Learning about Responsibility	Small group One-to-one	During the school day

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

Recruitment

- Participation in hiring halls and job fairs
- Participation in Open Market System
- Advertising
- Internal Referrals

Retention

- Assignments are given based on preferences
- Common Planning
- Professional Development retreats
- Professional Development (onsite/offsite)

Support

- Teacher Needs Assessment
- Teacher professional goals
- Team goals (subject/grade)

Professional Development

- On-site professional development
- Off –site professional development
- Teachers are reimbursed for taking related classes

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

- On-site professional development
- Off –site professional development
- Teachers are reimbursed for taking related classes

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Small group counseling
Individual counseling

Parent Workshops
Conflict Resolution
Peer Mediation
Violence Prevention Program
Referral to external agencies

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.).

N/A

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.

Teacher teams meet during designate planning sessions in order to embed formative and summative assessment opportunities within the curriculum

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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, Common Core Learning Standards 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 1st 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 parents to be involved in their children's learning by attending Parent Learning Workshops
- 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;
- providing parents with Response to Intervention plans for at risk students
- 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

KAPPA SCHOOL PARENTAL INVOLVEMENT POLICIES/PROCEDURES

Summary: As demonstrated in our school contract, KAPPA Middle School 215 values all players on the staff, student and parent team. We believe that parents form an indispensable part of this team, as the primary caretakers and first teachers of our students. In addition to the role they serve in reinforcing school policies and expectations, perhaps their most important role consists of the input they give regarding school policies.

Parent Input

We provide various opportunities for parent input including but not limited to, The Parent Association and School Leadership Team. Our parents help develop crucial components of our Comprehensive Educational Plan, serve on grant-writing teams, and help plan and execute many of our special events and fundraisers.

Informing Parents

We believe that informed parents are better able to advocate for their children. With this in mind, we provide our parents with monthly newsletters and calendars. In addition, we created a website that provides daily homework assignments, upcoming events, announcements, confidential advice from the school counselor, and links to additional academic and other resources.

Parent Involvement

At KAPPA, we define parent involvement as far more than the number of parents that attends workshops or events. We address the issue of parent involvement by asking parents to identify their needs and interests, then by working collaboratively with parents to address them in targeted ways. We provide at least one parent workshop per month, on topics suggested by parents. Past workshops have included information about the state math and ELA exams, positive discipline methods, internet safety, and helping children to be organized. All workshop materials are translated in Spanish to avoid any barriers of language.

When parents suggested they wanted to see more involvement from male parents, we began hosting our annual Father Daughter Dance. This dance encourages fathers to interact with their daughters and strengthen their bond, while also providing the school with a database of information we use to contact the fathers in the future. We follow this with a Father/Son Game night, where fathers and sons play video games on several large screens in the school cafeteria. Events like these often lead our fathers to participate in other events for the remainder of the school year.

SCHOOL-PARENT COMPACT

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this

Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 00	Borough Bronx	School Number 215
School Name KAPPA MS 215		

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 Sheri Warren	Assistant Principal Victoria Dickerson
Coach N/A	Coach N/A
ESL Teacher Lisa B. Munoz	Guidance Counselor Inez Feliz
Teacher/Subject Area N/A	Parent
Teacher/Subject Area type here	Parent Coordinator Noreen Villanueva
Related Service Provider type here	Other Jack Murad
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	342	Total number of ELLs	38	ELLs as share of total student population (%)	11.11%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In						1	18	11	8					38
SELECT ONE														0
Total	0	0	0	0	0	1	18	11	8	0	0	0	0	38

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	13

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	10		3	15		4	13	1	2	38
Total	10	0	3	15	0	4	13	1	2	38

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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							2	8	4					14
Chinese														0
Russian														0
Bengali							1	1	2					4
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1	14	2	2					19
TOTAL	0	0	0	0	0	1	18	11	8	0	0	0	0	38

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	3	1	1	0	0	0	0	5

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	2	0	2	0	0	0	0	4
Advanced (A)						1	13	10	5	0	0	0	0	29
Total	0	0	0	0	0	1	18	11	8	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B						0	3	1	1				
	I						0	2	0	5				
	A						1	13	10	2				
	P						0	0	0	0				
READING/ WRITING	B						0	3	1	1				
	I						0	2	0	5				
	A						1	13	10	2				
	P						0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9				9
6	12	1			13
7	7	2			9
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	7		1		1				9
6	7		6						13
7	6		3						9
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									0
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.

All students are administered an ELA diagnostic in late September. This data informs all teachers what specific skills students struggle to master. Based on the data classroom teachers set and monitor S.M.A.R.T goals for each student. The insights this data provides is that ELL students encounter difficulty progressing from advance to proficient on the NYSESLAT, 30 of 35 students scored a level 1 on state exams. ELLs will need direct instruction and remediation in reading comprehension and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
To move from one performance level to English proficiency, students must score proficient in both the listening/speaking and reading/writing modalities. The data shows that the majority of ELL's at KAPPA are at the advanced proficiency level in all four modalities of listening, speaking, reading and writing. KAPPA's challenge is to move and find effective strategies that will advance these advanced ELL's to the proficient level. Two students took the LAB-R in 2013. The NYSESLAT data reveals that 21 students are long terms ELLs.
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](#))

Paste response to question here:

4. For each program, answer the following:
- 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?

This data has clear indications and affects instructional decisions. The reading and writing subtests are a particular challenge for ELL students at KAPPA. This challenge in reading and writing is informing our instruction and curriculum decisions. For example, in reading the goal is to develop strong ELL readers who acquire new levels of understanding each time they read whole or parts of texts. This requires students to be interactive readers. Skills that will be developed and practiced are marking and highlighting, questioning, clarifying, visualizing, predicting reading and connecting to what students have read. Academic writing is the targeted skill that gives ELL's increased opportunities to write more formally and informally and to receive feedback from the ESL and classroom teacher. For example, students will brainstorm, complete quick writes, use graphic organizers and storyboards in their prewriting activities. Students who need writing support are guided away from thinking of writing as a one-time process. " ELL's who struggle in writing will often postpone completing writing assignments, thinking that once they sit down and write, the task can be completed in one work session. With guidance and explicit feedback from the ESL teacher and classroom teachers, students will realize that completing a writing assignment involves several steps, such as, narrowing the topic, planning, drafting, revising one or more times."(Ramsey, R., & Pavlik, R. (2001). Reading and Writing Source book. (Teacher's ed., p. 34). Wilmington.MA: Houghton Mifflin Comapany). At each step of the process students will receive explicit feedback from their teachers. If needed native language is used in the classroom by students to support second language acquisition. ELLs are scoring as well as their English Proficient counterparts on the State ELA and Math exams. Success is evaluated for ELL's by analyzing NYSESLAT data, state exams, informal assessments and student proficiency leaps.

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](#).)

KA.P.P.A. is not a K-5 school. However, based upon various types of formative and summative data, the lone ELL fifth grader is grouped heterogeneously with her fifth grade classmates. She is paired with a triad of students who possess strong literacy skills. In addition, she is given additional time to complete tests and assessments. The ESL teacher uses the RTI Guide for Teachers of ESL to inform her 5th grade lesson plans for instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The Universal Design for Learning framework is used to ensure that second language learners are being considered in instructional decisions. This framework is utilized to address learner variability. Multiple means representation, action and expression and engagement are used to develop lessons that cater to a variety of student learning styles. The UDL guidelines are incorporated in every unit and daily lesson plan. All teachers know the ELL students educational history and background and this information is used to inform their instruction.
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?

Paste response to questions here:

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

Success is evaluated for ELLs in a variety of ways. Formative and summative data are analyzed. For example, we expect students to make gains on the NYSESLAT, state exams, informal assessments, and formative classroom assessments. Meeting AYP is not heavily utilized, at the time, since the school has a history of meeting AYP.

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](#).) As per Commissioner's Regulations Part 154, (CR Part 154) school districts in New York State must follow the approved procedure for identifying students who are Limited English Proficient (LEP) in order to provide them services. Prospective students and a parent are interviewed and given an informal assessment in English by Principal Warren, and if applicable, by Guidance counselor, Inez Feliz. Next, a Home Language Identification Survey (HLIS) is completed to determine whether there is a language other than English present in the home. If a language other than English is indicated in the HLIS then ESL licensed teacher, Lisa Munoz administers the Language Assessment Battery-Revised (LAB-R) assessment. The LAB-R is handscored to ensure proper placement within 10 days of their enrollment.
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.
Upon determination of ELLs eligibility, parents are invited to a parent orientation during which parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form. During the interview process all parents or guardians are informed that KAPPA offers only a Freestanding ESL program. During the meeting if parents express a preference for Transitional Bilingual Education or Dual Language Program they are given the list of schools where these programs are currently offered. They are also informed about other dual language, bilingual and transitional bilingual programs available in neighboring middle schools.
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 [\[see tool kit\]](#).)
Based on the program selection form and the LAB-R results students are placed in the appropriate level of proficiency and program within 10 days of enrollment. If the parent selection form. (Transitional Bilingual Education, Dual Language and Freestanding English As A second Language) The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure understanding of Program selection forms. A copy of all letters issued are maintained in the ELL portfolio along with completed items such as Parents surveys, Program selection forms.
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.
If a student scores at or below the cut off score provided for the LAB-R, s/he is considered an English Language Learner (ELL) and placed in a Freestanding English as a Second Language (ESL) program with the mandated number of units of study of ESL depending on their English proficiency levels. Parents receive a welcome letter from ESL teacher Lisa Munoz, informing them that their child will be receiving ESL services. The LAB-R is the only New York State approved assessment for initial

identification of students as Limited English Proficient (LEP) and for initial placement into English proficiency levels. It is given upon entry and is given only once. If a student is transferring schools within New York City, the student's testing history is reviewed to determine his/her English proficiency. Parent meetings, parent workshops and informational mailings have been planned for this school year to ensure that all documentation activities have been completed and to strengthen Parent's knowledge of the prescribed ELL program.

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.

In order to ensure all ELLs receive the NYSESLAT annually the Lab-R, NYSESLAT Exam History Report (RLAT) is used to determine NYSESLAT eligibility. The New York State English as a Second Language Achievement Test (NYSESLAT) is the only New York State approved assessment to determine progress and continued eligibility for bilingual and ESL services. It is given to every ELL annually in the spring. During the interview process all parents or guardians are informed that KAPPA offers only a Freestanding ESL program.

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.  After reviewing the Parent Survey and Program Selection forms, 95 % of parents or guardians choose to enroll their children in the KAPPA ESL program in lieu of selecting other ELL programs. Parents are aware that they have a choice. This is the best evidence that KAPPA is aligned with parental requests.

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 push-in ESL program is built off the idea that pulling students out of their classrooms can prevent students from fully integrating into the classroom and that students will miss classwork while they are gone. Push-in means that the ESL teacher comes into the classroom to service students for the mandated time as per CR Part 154. It is extremely important for the ESL teacher and the classroom teacher to work closely together to meet the academic needs of ELL students. The ESL teacher and the classroom teacher collaborate on the unit of study to determine the various ways the ESL teacher will work in the classroom. One way is for the ESL teacher to team-teach with the subject teacher. The ESL teacher and the English Language Arts teacher (ELA) take turns delivering lessons, with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. A second option is for the ESL teacher to pull a small group of ELLs during independent work time to reinforce or re-teach a skill. This can also be a time to teach more basic language skills or grammar points. A third way for the ESL teacher to service the students is to sit with the students one on one to assess reading and writing skills during independent reading and writing work time. The skills addressed during the one-on-one sessions are aligned to the ELA teacher's unit of study.

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)?

According to their grade and proficiency level ELL students receive a mandated (CR PART 154) number of units of study (a unit is 180 minutes per week). Beginners and intermediate level students will receive 360 minutes of ESL instruction. Advanced ELL students will receive 180 minutes of ESL instruction. The ESL teacher pushes in to work with every ESL student four days a week, for a 45-minute period for the advanced students. Beginners and Intermediate students are seen five days a week for two 45 minute periods a day. ELL students also receive targeted ELA/ESL instruction during the extended day program.

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.

Differentiated instruction is delivered in all content areas subjects including ESL. Webb's Depth of Knowledge questions are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. KAPPA has heterogeneously grouped classes in grades 5-8. ESL groups are arranged by grade level. The student's proficiency levels are based on the LAB-R, NYSESLAT and informal assessment results. The ESL teacher pushes into each ELA class for a 45 -minute period during either the reader or writer's workshop. The ESL teacher will work with ELLs to introduce academic vocabulary, build prior knowledge and develop fluency and comprehension in academic English reading and writing in order to meet the needs of the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

A full bilingual program requiring native language instruction is not offered in this school.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to teacher constructed exams that test the four modalities of English acquisition, ELLs take the ELL Periodic Assessment which test the four modalities several times a year. In addition, all ELL students are provided instruction in all four modalities: listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT.

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).

At the beginning of the academic year all classroom teachers receive a list of ELL students in their class along with their English

proficiency levels. The instructional plan for SIFE students is to target reading and writing interventions during after school programs to support academic achievement.

Newcomers will receive one-on-one instruction with the ESL teacher while being immersed in English in their classrooms. Several methodologies will be incorporated, such as visual aids, total physical response and use of their native language in instruction as allowable. Once students are required to take the New York State ELA examination, newcomer ELLs are required to attend ELA/ESL after school programs.

For long-term ELL students the targeted intervention is focused on improving and supporting academic writing skills. These skills can include:

- Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions
- Summarization, which involves explicitly and systematically teaching students how to summarize text

Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

- Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete
- Word Processing, which uses computers and word processors as instructional supports for writing assignments
- Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences
- Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition
- Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

-Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

- Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing
- Writing for Content Learning, which uses writing as a tool for learning content material "(Graham, S., & Perin, D. (2007).

Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education. We also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two year extension.

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?

In order to reach all learners, all teachers use a variety of strategies to provide access to academic content areas and to accelerate English language developments. These strategies include: Universal Design for Learning entry points, small group instruction. Modified grade level text, graphic organizers, vocabulary development and reviewing student data at grade level meetings.

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?

In order to achieve ELL-SWDs IEP goals and attain English proficiency in the least restrictive environment the school uses curricular, instructional and scheduling flexibility by providing push in ELL services and push in SETSS. Also, these students are given opportunities to attend academic afterschool programs 4 times a week instead of twice a week (general education) In addition, the teachers of these students have common planning periods that allow for the examination of student work and differentiated lesson planning.

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:			

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

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	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
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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

This academic year ELA/Social Studies and Science curriculum has targeted interventions such as; using vocabulary as a curricular anchor: using visual to reinforce concepts and vocabulary; implementing cooperative learning; using visuals to reinforce concepts and vocabulary; and modeling cognitive and academic language demands. Vocabulary development is integrated with all aspects of the ELA instructional program. During Math Skill periods provide additional support for ELL students who have difficulty keeping up with day to day expectations. This period is also designed to detect and provide ongoing support to students before they fall behind. Selection of instructional materials and activities is intended to support student learning during classtime. In all classes special settings and supplemental instruction are provided by the classroom teacher. ELL students are required to attend an after school program in ELA and math taught by the ESL teacher and the grade math teacher who incorporates ESL methodologies in his/her targeted instructional program. ESL classes are taught in English. The after school program is designed to assist with transitional ELL's reaching proficiency on the NYSESLAT.

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

For the past several years Kappa had met both of their Title III AMAO goals. All teachers in all subject areas are aware that they are teachers of ELLs and are incorporating strategies to reach all students. . The program is meeting the needs of ELLs in both content and language development by the following ways:

Teachers are choosing Common Core aligned content concepts for age appropriateness and that "fit" with educational background of students.

Teachers use supplementary materials to make lessons clear and meaningful.

Teachers adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...

Students are provided meaningful and authentic activities that integrate lesson concepts with language opportunities.

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

Kappa is thinking of adding a Saturday program.

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

No programs will be discontinued.

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

All students have equal access to all school programs. ELL students are offered the opportunity to participate in all school, after school learning programs. ELL's are encouraged to participate in activities such as; Student Government; Yearbook Club and Math Club. In the future we hope to provide supplementary programs through Saturday and Holiday academies.

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

Expeditionary Learning and Go Math are two instructional materials used to support ELLs. Students engage with their peers in academic conversation and can study models of the four modalities of English acquisition. Technology used to support ELLs are smartboards, document cameras, and laptops.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

All students are taught in English in the ESL program. ELL students have access to bilingual student materials such as, dictionaries and content thesaurus.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Teachers use the Universal Design Learning instructional strategies to design, develop and deliver instruction that effectively meet the ages and grade levels of the ELL. Children's cultural background and prior knowledge are often used to develop effective programs to meet the ELL's specific learning needs. All required services support, and resources correspond to ELLs ages and grades.

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.

All staff members know that entering a new school can be overwhelming, especially if the newcomer don't speak English. To make the experience as welcoming as possible for new students, pedagogues are notified to initiate testing and determine if the students is eligible for ELL services. All effort are made to get the newcomer to meet other students who speak thei language. A helpful tool is to introduce a newcomer to a native peer, so that he or she can begin immediately to hear and repeat the sounds of the new language. All classroom teachers are encouraged to pay special attention to the newcomers to help them make a successful transition. The new student may have questions that are still unanswered a special meeting is held. Newly enrolled students and their parents and guardians are offered a full day orientation, a week long orientation for 5th graders and a celebratory barbeque prior to the beginning of the school years. All subjects and clubs are offered to ELL students

18. What language electives are offered to ELLs?

No language electives are currently offered to students.

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)?

Paste response to questions here:

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.

All teachers will attend professional development opportunities given throughout the year given by the Office of English Language Learners (New York City) and the NY TESOL. In addition, on site professional development will be provided by external consultants during Chancellor's Conference Days and during common planning times. This professional development is required for all pedagogues, administrators and paraprofessionals. Educational articles and books which focus on ELL instruction will be read throughout the year. There are no occupational therapists/ physical therapists currently working at K.A..PP.A.

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?

The school sponsors and conducts a wide variety of programs and activities that engage parents/guardians in the academic and social development of their children. Kappa plans the following programs and activities.

1. Creation and distribution of parent manuals
2. Mandatory orientation for prospective parents
3. Mandatory orientation for prospective new students
4. Annual "Meet and Greet" and Curriculum Night with special sessions for ELL parents
5. KAPPA website
6. Distribution of KAPPA paraphernalia and KAPPA literature
7. Workshop- "What every KAPPA Parent Should Know"
8. Workshop- "How to Assist Your Child with Homework"
9. Workshop- "Effective discipline"
10. Workshop- "Effective Test Preparation in ELA and Math"
11. Workshop- "How to Prepare the ELL Student to achieve on Standardized Tests"
12. Workshop- "High School Articulation"
13. Honor Roll Luncheons

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: 09X215

School DBN: 534

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheri Warren	Principal		11/1/13
Victoria Dickerson	Assistant Principal		11/1/13
Noreen Villanueva	Parent Coordinator		11/1/13
Lisa Munoz	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Inez Feliz	Guidance Counselor		11/1/13
	Network Leader		1/1/01
Jack Murad	Other <u>F-Status</u>		11/1/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X215 School Name: KAPPA

Cluster: 534 Network: CEI-PEA

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.

Our students come from Spanish, Bengali, Twi, Fulani, Mandinka, Soninke and Wolof speaking families. This information is obtained from Home Language Surveys, Emergency cards, ATS reports and from meeting parents on Curriculum Night and Parent-Teacher Conferences. In the majority of families, at least one adult is able to communicate proficiently in English based on conversations during in-take and other meetings.

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.

In analyzing the data from ATS, Home Language Surveys, Emergency cards and meeting the parents of our students, it is evident that all information, whether in written form or oral presentation, needs to be provided in various languages. In addition to using the English proficient adult members of our students families in relaying information to parents. School members are made aware of this information during grade and staff meetings.

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.

In general, all school letters and school notices are provided in both English and Spanish by several staff members that are bilingual. Some documents are taken directly from the NYCDOE website which already provides translations in several languages.

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.

Several staff members are available to provide oral interpretations when meeting with parents including teachers, the Parent Coordinator, Guidance counselor. All parent events are presented in both English and Spanish by in house staff members. Recorded messages are also provided in English and Spanish as well.

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>.

At the beginning of the school year, the school will determine the primary languages of the population being serviced. In reviewing the data the languages used by more than 10% of the population will be targeted. In-house personnel will be used and if needed, DOE translation will be utilized.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: KAPPA	DBN: 09x215
Cluster Leader: William Colavito	Network Leader: Mr. Ben Waxman
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36 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 checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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:

The Direct Instructional Supplement program is designed to move long term ELLs, along the continuum in the area of Literacy instruction so that they can ultimately transition out of needing ELL services. In order to meet the AMAO targets and the Common Core Learning Standards (CCLS) the program will focus on academic language reading and writing skills. The program will use a variety of tailored materials that are genre specific and differentiated to enable ELLs to meet the AMAO targets and rigors of the CCLS. Students will receive daily instruction that focuses on the English language. Instruction will include explicit teaching of elements of English (e.g., vocabulary, syntax, and conventions), conversational conventions (e.g., taking turns and signaling disagreement), and strategies for how to learn the language (e.g., taking notes, paying selective attention, and summarizing).

According to the most recent data (2012 NYSESLAT and 2012 English Language Arts State Exam) of the 36 identified ELLs 58% are scoring proficient on the Listening/Speaking modalities of the NYSESLAT and 11% are scoring proficient on the Reading/Writing modalities of the NYSESLAT. Based on the 2012 state assessment in English Language Arts, 38% of ELLs are performing at Level 1, 52% are performing at Level 2, and 10% are performing at Level 3 and 0% at Level 4.

The Direct Instructional Supplement program will serve ELLs in grades 5 through 8. Eight percent of the students being served also have IEPs. Two students are currently in a 12:1:1 class and the remaining student receives part-time special educational services (SETTS).

The Direct Instructional Supplement Program will occur after school. Seventh and 8th grade students will be able to attend for 1 hour on Mondays and Tuesdays. Fifth and 6th grade students will be able to attend on Wednesday and Thursday for one hour after school.

The language of instruction for the program will be English.

The certified ESL teacher conducting the program will be Ms. Lisa Munoz

The types of materials to be used will be as follows:

Mastering Standards -English Language Arts (Triumph Learning)

New York Content Reading for the Common Core State Standards (Continental Press)

Finish Line Writing for the Common Core State Standards (Continental Press)

Common Core Clinics (Triumph Learning)

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Professional Development is needed in the area of the needs of English Language Learners for all teachers at Kappa since students are grouped heterogeneously through all grades. Even though there are 36 identified ELLs, there are many who are unidentified.

Professional Development will occur during the Chancellor's Conference Days and during team planning sessions. The ESL provider will be provided by our PSO consultant, CEI-PEA.

Topics to be covered:

Common Core Learning Standards and ELLs

Scaffolding Language and Learning

From Speaking to Writing in the Content Classroom

Reading and Writing in a Second Language

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:

A wide variety of parent engagement activities are targeted toward parents of ELLs. These activities are designed to help parents become acclimated to the school and provide them with support as their children matriculate while at KAPPA

Part D: Parental Engagement Activities

Meetings are held 1-2 times a month and last for at least 2 hours.

Parents are notified of these activities by our monthly calendar of events (on our website and information sent home via students).

Topics that are covered:

KAPPA Orientation (New Parents)	June 2012(Ms.Feliz, Ms. Warren)
Kappa Field Day (New Parents and students)	August 2012(Ms. Feliz, Ms. Dickerson)
KAPPA Meet and Greet (Curriculum Night)	September 2012 (All Staff)
What Every Kappa Parent Should Know	September 2012 (Mr. Gonzalez)
8th Grade Articulation Process Ms. Warren)	October-December 2012 (Ms. Feliz, Ms. Bishop,
Carnival Night	October 2012 (Various Staff)
Father/Daughter Dance	November 2012 (Various Staff)
Cyber bullying	December 2012(Ms. Feliz)
How to Help My Child Prepare for the ELA exam	January 2013 (Ms. Warren, Ms.Munoz)
How to Help My Child Prepare for the Math exam	February 2013 (Ms. Dickerson, Ms. Munoz)
How to Help My Child Prepare the NYSESLAT exam	March 2013 (Ms. Munoz)
Father/Son Softball	April 2013 (Various Staff)
Math/Science Fair	April 2013 (Various Staff)

?????

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$0

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		