

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: KAPPA III
DBN (i.e. 01M001): 12X316
Principal: ELISA ALVAREZ
Principal Email: EALVAREZ2@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: RUDY RUPNARAIN

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
Elisa Alvarez	*Principal or Designee	
Glenique Bennett	*UFT Chapter Leader or Designee	
Brenda Luciano	*PA/PTA President or Designated Co-President	
Juana Pena	DC 37 Representative, if applicable	
Lea Lugo Marco Gonzalez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Daisy Deynes	Member/	
Aramis Cano	Member/	
Jean Colon	Member/	
Orfelina Cisneros	Member/	
Maria Macias	Member/	
Tiffany Guzman	Member/	
Carmen Ortiz	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	<ul style="list-style-type: none"> ▪ Annual Goal ▪ Comprehensive Needs Assessment ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Throughout the 2013-2014 school year, all teachers will participate in collaborative inquiry work within grade level teams to clarify essential student learning (in accordance with the Common Core Learning Standards). We will develop common templates and a tool box with strategies for learning and analyze evidence of student performance in order to implement instructional practices in relation to the instructional shifts within Common Core Learning Standards.

Comprehensive Needs Assessment

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

Through conversations with teacher teams, as well as thorough review of student achievement data, the school has determined that in order to close the achievement gap we must focus our attention on teacher planning and student output. In order to solidify the important link between planning and achievement, we will focus on student work and also on task design and expectations for all students. Through this weekly analysis of student work, teachers will be able to analyze student learning and when necessary revise curricular plans to reflect student achievement across content areas.

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. Grade meeting teams are used for examining student work.
2. Teachers will analyze student work to inform their instructional planning.
3. Teachers will be able to analyze common core aligned tasks in order to best promote student learning.
4. Formative and summative assessments are utilized, analyzed and discussed with students in a conferencing format to enhance individual student's performance.
5. Based on examination of student work, we will identify at risk students who need additional time and support and utilize school structures to ensure they receive the support through tiered activities and scaffolding.

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

1. School Administration, Teachers and Generation Ready Consultants.
2. School Administration, Teachers and Generation Ready Consultants.
3. School Administration, Teachers and Generation Ready Consultants.
4. School Administration, Teachers and Generation Ready Consultants.
5. School Administration, Teachers and Generation Ready Consultants.

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

1. 1-5 Agendas will be kept for all team meetings.
2. 1-5 Next steps will be documented from each team meeting and incorporated into Professional Development Planning.
3. 1-5 Data will be tracked and monitored to gauge improvements throughout the course of the year.

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

1. August 2013 – June 2014
2. August 2013 – June 2014
3. August 2013 – June 2014
4. August 2013 – June 2014
5. August 2013 – June 2014

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

Evidence:

1. Agenda and attendance from grade meetings
2. Grade-level unit plans
3. Feedback to teachers and teams on Competency 3d: Using Assessment
4. Feedback to teachers and teams on Competency 1e: Instructional Planning

5. Benchmark assessments will be used to track progress.

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).

Our parent coordinator will establish a rapport of communication with parents/guardians of our school community to assist in understanding the Common Core Learning Standards.

Our Parent Coordinator will make daily phone calls, work with our Attendance Liaison to increase the students overall attendance.

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

Our Parent Coordinator will establish workshop sessions that include outside entities that promote home-school connection.

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

Budget and 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	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.

Throughout the 2013-2014 school year, school leaders will provide staff with resources to support implementation of the New Teacher Evaluation and Development System. We will use the instructional components of highly effective instructional practices through the use of the Danielson Framework for Teaching to improve teacher effectiveness as evidenced through frequent cycles of teacher observations.

Comprehensive Needs Assessment

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

Based on the analysis of student data, this goal was generated to create a common language and culture among teachers and administrators, and to promote Common Core Learning Standards aligned teaching practices, and focus areas of professional growth.

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.

1. Strategies/activities that encompass the needs of identified subgroups

1. Every week we will host grade/department meetings, common planning time, and special education meetings to support teachers in the following areas: designing coherent instruction, using questioning and discussion techniques, and engaging student in learning according to the Danielson Framework.
2. Assistant Principal, Generation Ready Consultants, Lead Teachers and Teachers Incentive Fund Consultants will provide lesson planning clinics to support effective teaching practices according to the Danielson Framework for Teaching.
3. Post-observations and de-brief meetings give teachers the opportunity to reflect upon instructional feedback, determine next steps for teaching and set goals to improve their professional growth.
4. Administration provides feedback after classroom observations (formal and informal). Teachers set long and short term goals using the domains within the Danielson Framework.

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

1. School Administration, Teachers, Teacher Incentive Fund Coaches, Talent Coach and Network, Data Specialist and Generation Ready Consultants.
2. School Administration, Teachers, Teacher Incentive Fund Coaches, Talent Coach and Network, Data Specialist and Generation Ready Consultants.
3. School Administration, Teachers, Teacher Incentive Fund Coaches, Talent Coach and Network, Data Specialist and Generation Ready Consultants.

4. School Administration, Teachers, Teacher Incentive Fund Coaches, Talent Coach and Network, Data Specialist and Generation Ready Consultants.

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

1. Surveys will be given after Professional Development sessions to gauge its effectiveness.
2. A needs assessment will be used to determine lesson planning clinic sessions to support effective teaching practices.
3. Administration will constantly monitor/track observations and feedback to ensure compliance and growth.
4. Based on observation feedback, teachers should be progressing towards the highly effective category on all competencies on the rubric. All observations will be logged into ADVANCE and ADVANCE reports will be used to track teacher progress and ratings.

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

1. August 2013 – June 2014
2. August 2013 – June 2014
3. August 2013 – June 2014
4. August 2013 – June 2014

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

1-4 We will set aside time during and after school for more Professional Development around the new teacher effectiveness system (ADVANCE) as well as the Danielson Framework.

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).

Develop a communication to parents regarding what teacher professional development is and how it impacts student learning.

Share relevant information of the Danielson Framework in parent workshops.

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

Goal and Action Plan #3

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

Annual Goal #3

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

Throughout the 2013-2014 school year, teachers will collaborate in content area teams to write and revise curriculum maps/unit plans aligned to reflect Common Core State Standards with emphasis on the instructional shifts in English Language Arts and Mathematics.

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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. Teachers will modify and implement the Common Core Learning Standard-aligned task and unit of study. Tasks will be embedded within their corresponding Common Core Learning Standards-aligned unit of study and include various points of entry for all learners, including our Special Education and English Language Learner populations.
2. Science and Social Studies teams work with Generation Ready Consultants to align curricula to Common Core Learning Standards and English Language Arts instructional shifts.
3. Our Grade/Content Teams will continue taking a closer look at the qualities of students' work and current task requirements to inform instruction and targeted intervention. Teachers will collect student work from a variety of data sources in all subject areas.
4. English Language Arts teachers and Social Studies teachers, in partnership with Special Educators and English as a Second Language Teacher, will continue to collaborate to create a unit of study and student task that is aligned to the Common Core Learning Standards. Mathematics and Science teachers will collaborate to refine and implement their units of study

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

1. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
2. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
3. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.
4. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.

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

1. Professional Development will be provided by our peer instructional coaches with emphasis on scaffolding strategies, questioning – discussion techniques and assessment in order to provide points of entry for every learner.
2. Science and Social Studies teams work with Generation Ready Consultants to align curricula to Common Core State Standards and Math (Science) and ELA (Social Studies Instructional Shifts).
3. Our grade/content team meetings will focus primarily on looking at student work to determine the level of academic rigor and identify areas of skills in need of intervention. Based on the findings of the data and teacher feedback the teams will determine which strategies to implement across grade and content for a unified approach. A tool kit of strategies will be created as a result.
4. The atlas curriculum planning tool will be used to establish transparency across all discipline. This will facilitate lesson plans, tasks and units of instruction to be available for cross curricula planning as aligned in the Common Core Learning Standards.

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

1. August 2013 – June 2014
2. August 2013 – June 2014
3. August 2013 – June 2014
4. August 2013 – June 2014

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

1. Professional development by our peer instructional coaches will be provided after school with topics of study created as tiered sessions to address teacher effectiveness as identified by the Danielson Framework of Teaching.
2. Outside consultants such as members from Generation Ready / Teachers Incentive Fund will provide in class support as well as personal one to one sessions for individualized guidance in understanding the Common Core Instructional Standards/ Citywide Expectations as it lends itself to the development of unit plans / lesson plans.
3. The Principal and Assistant Principals will facilitate the discussions for grade / content team meetings, while making certain that next steps are addressed and the Professional Development Timeline is followed. The Principal and Assistant Principal will provide ongoing feedback to teachers to improve teacher

practice and student outcomes.

- Professional development will be set aside for introduction and use of the Atlas Curriculum Planning System both before and after school.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Principal and Professors will send out a weekly newsletter that emphasizes curriculum of study to serve as a dialogue between home and school.

The Principal and Assistant Principals will communicate the School Wide Policy to all parents during Parent-Teacher Forum and Parent Teacher Association meetings.

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

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	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.

Throughout the 2013-2014 school year, we will focus on improving the writing abilities for students with disabilities, English Language Learners and the general education students through questioning and discussion techniques.

Comprehensive Needs Assessment

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

The development of the questioning and discussion techniques is essential to the instructional shifts required by the Common Core State Standards. This work includes addressing the needs of English Language Learners, Special Needs Students and addressing the levels of Gifted Students by looking at text complexity and rigorous instruction. It is the school's goal to improve the writing ability of all students.

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.

6. Strategies/activities that encompass the needs of identified subgroups

- KAPPA III uses a Balanced Literacy model and the Reader's Writer's Workshop Model as the core foundation.
- Teachers will be introduced and guided in using the Institute For Learning Patterned Way of Reading and Writing to address literacy with all students.
- Strategies from Universal Design for Learning are shared with all subject area teachers to improve student writing skills according to the Common Core Learning Standards.
- The development of vocabulary is presented and utilized in all subject areas with emphasis in our established academic intervention program called Learning Community.

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

- School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
- School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
- School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
- School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.

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

- Students write daily for a variety of purposes and publish original pieces of writing using authentic models.

2. The use of Institute For Learning Patterned Way of Reading and Writing directs students to re-read selected passages with guided scaffolding support.
3. Effective teaching strategies will be discussed at grade / content team meetings to necessitate a focus on literacy, primarily writing as per the Common Core Learning Standards.
4. A vocabulary notebook will be maintained as part of the Balanced Literacy / Reader's Writer's Workshop Model to facilitate grade specific vocabulary fluency.

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

1. August 2013 – June 2014
2. August 2013 – June 2014
3. August 2013 – June 2014
4. August 2013 – June 2014

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

1. Outside consultants such as members from Generation Ready / Teachers Incentive Fund will provide in class support as well as personal one to one sessions for individualized guidance in understanding the Common Core Instructional Standards/ Citywide Expectations as it lends itself to the development of unit plans / lesson plans.
2. The Principal and Assistant Principal will provide ongoing feedback through informal / formal observations to teachers to improve teacher practice and student outcomes.
3. Professional development by our peer instructional coaches will be provided after school with topics of study created as tiered sessions to address teacher effectiveness as identified by the Danielson Framework of Teaching.
4. Professional development will be assigned and provided during school hours to facilitate teacher effectiveness and the development of student outcomes in the Balanced Literacy / Reader's Writer's Workshop Model.

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).

Our Parent Coordinator will establish a book study that unifies and promotes literacy among our parent/guardian community.

We will work with outside organizations such as Learning Leaders, to promote reading and writing strategies in the home to enhance the academic skills of the child.

We will provide opportunities to share and highlight student engagement and learning outcomes with parent/guardians, such as our Science Fair.

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

6. Strategies/activities that encompass the needs of identified subgroups
1.
7. Key personnel and other resources used to implement each strategy/activity
1.
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
9. Timeline for implementation and completion including start and end dates
1.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

	<p>are mandated and or invited to attend morning or afternoon tutoring sessions.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p>		
Science	<p>Students will receive additional services to support, as needed the development of writing labs, review for testing and completion of science projects.</p> <p>Implement a hands-on learning Achieve 3000 will be used to support science units of study approach through the use of FOSS Kits</p> <p>Students will use a hands mobile science lab utilizing a variety of learning modalities.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p>	Small group instruction	<p>Selected students will meet one/two or times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>
Social Studies	<p>Develop the skills to answer document based questions</p> <p>Graphs and illustrations will be used to develop a greater understanding of interpretive data.</p> <p>Compare and contrast two or more documents in historical data.</p> <p>Students will receive additional support as needed for the development of essay writing, completion of social studies projects and test review.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p>	Small group instruction	<p>Selected students will meet one/two or times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Our guidance counselor provides group and one-on-one counseling to at-risk students. In addition our guidance counselor has created an advisory component to service all of the students in the school. This service occurs during the school-day. Our counselor also services</p>	Small group instruction	<p>Selected students will meet one/two/or three times a week, during the school day as part of their regular program for an academy that is designed to address the needs on an individual basis.</p>

	<p>students referred to him via our Pupil Personnel Team. Our PPT committee receives referrals from teachers and parents with concern of a child's social/emotional state as well as academic deficiencies. When necessary our school counselor will mediate meetings with parents and students to discuss school performances.</p>		
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

- A. All elements of the *All Title I Schools* section must be completed*.
- 5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 6. 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.
To close the achievement gap we are taking steps to recruit and retain highly qualified teachers. The following structures have been created to achieve this goal: <ul style="list-style-type: none"> 1. Create additional time for teachers during the school day to plan, use data, share ideas and work collaboratively in a positive and inviting environment. 2. Grade level team work was established to build teacher collaboration through the creation and ongoing support of grade level teacher teams. 3. Instruction leaders play a key role in establishing an emphasis on the use of data to drive instructional decisions. These leaders also sit directly in all grade and content team meetings. In their role they have the ability to use coaching, mentoring and professional development skills to convey the importance of the learning as they work together. 4. Our Instructional Lead teachers have significant input into the hiring decisions and professional development provided at KAPPA. Our Instructional Lead Teachers make up the panel as the potential applicant is interviewed as well as they serve as observational participants in viewing the demonstration lesson of the applicant. 5. Mentors are assigned to support struggling and unqualified teachers. 6. Support those teachers who are not currently highly qualified to continue their course work and inform staff about opportunities state wide and city wide for continuing education and obtaining licensure. Teachers regularly meet and are provided professional development in various areas and particularly individualized for those who are not highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is essential to our school. All teachers are required to be a part of at least one Professional Learning Community. Our Professional Development occurs twice a week and staff is engaged in inquiry-based work around the Common Core State Standards. We have instilled extra time that is dedicated towards high quality, ongoing professional development. Additionally, administration, teachers and paraprofessionals attend off-site PD opportunities regularly.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all SAM memos and are sure to allocate all funding appropriately. The Network serves as a cross-checking system to ensure compliance.

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.

We use all New York State Common Core State Standards aligned summative assessments and utilize all DOE provided baseline and benchmark assessments. Teachers were asked to administer the MOSL assessments this year as per the new evaluation system. All of these assessments are mandatory. In terms of classroom assessments, teachers have autonomy. Teachers craft their own assessments to monitor scholar progress in individual classes. We use CMP3 math programs which come with their own assessments. Data driven instruction and Common Core State Standards alignment are topics of many PD sessions throughout the year. We also offer a differentiated PD menu where teachers can select from various PD options.

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).

**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) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

- **create and sustain Book Talks for Parents with topics of interest as requested through our parent needs survey, Parent/ Professor Forums to discuss academic curriculum of each grade and State Initiatives such as the Common Core Learning Standard and Social Events to make connections within the school community.**
- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;**
- **The 1% Parent Involvement set aside funds will be used to conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**
- **host the required Annual Title I Parent Meeting on or before December 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 more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

KAPPA III COMMITMENT TO EXCELLENCE PARENT/GUARDIAN COMPACT

Parent’s/Guardian’s Commitment

I fully commit to KAPPA III in the following ways:

Student’s Name: _____ Class: _____

Name of Parent(s)/Guardian(s): _____

We fully commit to KAPPA III in the following ways:

- We will make sure our child arrives at KAPPA III on time, ready for homeroom in proper uniform.
- We will make arrangements so our child can remain at KAPPA III until 3:06 pm as identified in our child’s schedule.
- We will arrange for our child to come on appropriate tutoring sessions on: Monday/Wednesday 3:10-4:30 and/or Saturdays from 9:00 am – 12:00 pm.
- We will ensure that our child comes to KAPPA III during the summer school orientation the week of August.

- We will always help our child in the best way we know how and will do whatever it takes for him/her to learn. We will check our child's school work and homework every night, and let him/her call the teacher if there is a problem with the homework. We will make sure our child reads every night.
- We will always make ourselves available to our child and the school to address all concerns.
- We will carefully read all papers that the school sends home to us, and will sign and return them promptly.
- We will submit a note/letter to the school whenever our child is absent. We will allow our child to go on KAPPA III field trips.
- We will make sure our child follows the KAPPA III dress code.
- We will ensure that our child has all of the necessary school supplies and materials needed, on a *daily basis*.
- We understand that our child must follow the KAPPA III rules to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 12	Borough Bronx	School Number 316
School Name KAPPA III		

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 Elisa Alvarez	Assistant Principal Jean E Colon & Leia McKinley
Coach type here	Coach type here
ESL Teacher Daisy Deynes	Guidance Counselor Enlly Paulino
Teacher/Subject Area Nicole Vairo	Parent Brenda Luciano
Teacher/Subject Area type here	Parent Coordinator Brenda McFarlin
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	30	ELLs as share of total student population (%)	8.88%
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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														
self-contained							0	0	0					0
Push-In							5	4	4					13
Total	0	0	0	0	0	0	5	4	4	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	8

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	9		2	13		11	8		2	30
Total	9	0	2	13	0	11	8	0	2	30

Number of ELLs who have an alternate placement paraprofessional:

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							15	9	6					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	15	9	6	0	0	0	0	30

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)							2	0	0					2

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)							2	2	1					5
Advanced (A)							11	7	5					23
Total	0	0	0	0	0	0	15	9	6	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	2			15
7	8	1			9
8	3	2	1		6
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									0
6	10		5						15
7	6		3						9
8	5		1						6
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		13		10		1		30
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.

At KAPPA III we evaluate the students literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the LAB-R and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
At KAPPA III we have found that our ELL population consistently do better on the listening/ speaking section of the NYSESLAT and LAB-R across proficiency levels and grades.
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](#))

The most recent NYSESLAT modalities report is not available at this time. However, in the past the listening/speaking section on the NYSESLAT and LAB-R are consistently higher in our school than the reading/ writing modality, therefore a focus on improving our ELL students in reading/ writing is a priority. Building reading/ writing skills is stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammar, sentence structure, organizing paragraphs, and editing. Scaffolding / differentiation is used in for all ESL students to better serve their needs.

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?

The following information is offered to support the freestanding ESL Program at KAPPA III:

- Across proficiencies and grades we find that the students do consistently better in listening/ speaking than they do in reading/ writing. The only state assessment offered in any language other than English is the NYS math exam as well as the 8th grade science test. However, since instruction throughout the school is administered in English, very few students opt to take a translated version of content area exams.
- KAPPA III at this time has chosen not to participate in the optional ELL periodic assessments.
- KAPPA III at this time has chosen not to participate in the optional ELL periodic assessments.

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

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teacher and classroom teachers work closely to determine the needs of the individual student and the ESL teacher assists the teacher in ideas to help plan lessons that have ESL methodologies infused within them.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The NYSESLAT scores are analyzed for student growth by level and skill. ELL students in levels 1 & 2 are provided with extra support through focused conferencing. Students are mandated to participate in either the extra-curricular after school State Readiness Program or the Saturday Academy Program, which would benefit their progress in literacy and Mathematics. Explicit vocabulary

building and reading comprehension strategies are provided through connected, interdisciplinary units. Running records are utilized to monitor reading levels. Rigorous literature is provided and materials are developed to differentiate according to need and move students to the next level. MathStudent progress is monitored through the use of portfolios, and CMP3 testing. Targeted skills and assignments are created in Math to move students to mastery utilizing the corresponding additional CMP3 resources as well as I-Ready New York State Practice and Instructional tools. Lessons are differentiated to address the student needs in Math.

Science & Social StudiesAll content area teachers are involved in the data analysis and planning for student success. The Inquiry team examined performance indicators in Science and Social Studies to find alignment and connections to skills in ELA, as well as concepts in math. Resources and lessons are developed and differentiated to target skills in need of improvement. Progress is monitored closely by teachers through assessment, portfolios and conferences, progress reports and report cards to identify if the ELL student has met the promotion criteria.

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](#).)
Upon student arrival, the Home Language Identification survey is given to the parents of newly admitted students to fill out by a licensed teacher or Mrs. Alvarez, our school's principal. Help is offered to the parent in explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. There are multiple pedagogues available in the school that can translate between Spanish and English, all other languages have to be called into the NYCDOE translation services. The Home Language Identification Survey is given to the ESL teacher, Ms. Deynes, in order to determine if the student is eligible to take the LAB-R and subsequently eligible for ESL services. Ms. Deynes is also the person that conducts an oral interview with the student. A translator is brought in to help interview a student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our ESL teacher, Ms. Deynes, entitled Spanish speaking students also take the Spanish LAB-R. The ESL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on profeciency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The NYSESLAT is administered during the time period allotted by the Department of Education (DOE). The ESL teacher, Ms. Deynes, is trained on the process of administering the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Parents of new ESL students are invited to the school for a parent orientation that is offered throughout the year as new ELL students arrive. The ESL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ESL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ESL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of

applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.

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].)

During parent orientation our ESL teacher, Ms. Deynes, distributes entitlement letters to parents and the parent surveys and program selection forms are collected. Ms. Deynes collects all forms and stores them in the ESL office compliance binder for reference. If extra time is needed for the parent to take home the parent survey and program selection form, Ms. Deynes follows up with the parent via phone call to collect the returned forms, if a new form is needed Ms. Deynes sends another form home with the student. Due to the small number of ELL students we have at KAPPA III, Ms. Deynes is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.

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.

All new ELL students are asked to come in for a parent orientation/ initial meeting with the ESL teacher. At this time the EPIC video is shown in their native language to explain the three possible program choices (TBE, Dual Language, and ESL). Interpreters are present at the meeting to explain to the parents further the program differences, as well as answer any questions the parent may have at that time. If ESL is chosen, the child is placed in the ESL instructional program at that time in our school. If another option (TBE or Dual Language) is chosen the parent is notified that our school does not currently have that choice and we can either assist them in finding a school that does or they can choose to stay in ESL Freestanding in KAPPA III and be placed on a list if we have at least 15 students that would like a TBE class in two consecutive grades to form a class.

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.

A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for the knowledge they need to increase their chances of doing well on the exam. A list is created of non-IEP students and IEP students. The students with IEP's will take the NYSESLAT with their test modifications followed. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is scheduled individually. The listening, reading and writing sections are scheduled based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.

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. 

The vast majority of students at KAPPA III came to our school are already in an ESL program. We receive very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ESL student, the parents consistently choose to have their child(ren) placed in our ESL program. KAPPA III only offers a freestanding ESL. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

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])?
- a. At KAPPA III the organizational models we use for ESL instruction is both pull-out and push-in models.
- b. The students that are serviced via push-in method, traditionally are homogenous groups in the same grade/ class. The students that are serviced via pull-out model are normally heterogeneous in grouping. The ESL teacher works collaboratively with the classroom teachers to support the ESL students. Classroom teachers conference regularly with the ESL teacher to learn ESL strategies to assist the ESL student in their classrooms. The ESL teacher supports the ELL students with support such as using manipulatives, expressive language, and total body response when delivering vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.
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)?

The only language of instruction at KAPPA III is English. Our program model of ESL receives the following services: beginning and intermediate students receive a minimum of 360 minutes of instruction per week. The advanced students receive 180 minutes of instruction. Those students who have reached their proficiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. All students at KAPPA III receive a minimum of 8 periods of ELA. The NYS math and science exams are available in the students' native language if they choose to take it in that language. In the past, most of our students choose to take the exams in English.

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.

All instruction at KAPPA III is delivered in English. The students attend content area classes and the ESL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ESL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the common core learning standards by taking an additive approach and building on prior knowledge and assessing what the students' strengths and weaknesses are. There is articulation with the content area teachers to ensure continuity. All four ESL modalities are fused into all lessons (listening, speaking, reading, and writing.) At KAPPA III reading and writings

skills are being addressed through the implementation of the components of a comprehensive literacy approach.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students may take the NYS math and science exam in their native language if the translated version is available. Students also may use bilingual glossaries when taking exams.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All lessons that the ESL teacher creates incorporates the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. The classroom teachers promote all four modalities as well and are given techniques to do so from the ESL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The informal assessments described are used on an ongoing basis throughout the school year. The NYSESLAT and LAB-R data as well as NYS state exams in core areas also allow us to track student progress in a more formal way.

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).

a. Sife students will be evaluated initially by the LAB-R scores and a plan of action is developed to assist them. Basic reading and math skills are a focus for them. If the child has no school experience, a beginning reading program is the starting point focusing on sight words, picture/ word correlation, and phonics skills. In math basic addition and subtraction skills with the use of math manipulatives are used. If the student has some schooling history, reading and writing skills would be addressed such as main idea, sequencing, and punctuation and grammar. A teacher is assigned to tutor and mentor that child. Computer programs, such as Rosetta stone and brain pop is used to assist the student via technology. We draw on students' backgrounds, their experiences, cultures, and languages to create a text to self connection.

b. The ELL program starts the students reading and writing from the first class. Basic vocabulary is studied with the use of visual and auditory assistance. Word Gen and short stories are used as a learning tool consisting of a few sentences are written. As a student progresses, longer stories and writing assignments with increasing difficulty is added to the lessons as necessary for testing such as main idea, etc. are introduced. Extended Day services are available for all ELL students. We organize the classroom to ensure that conversation between peers develops academic concepts and language.

c. ELL students in the program with more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and writing will encompass literature in the different subject areas and skills needed to understand those stories such as the use of chunking. The major emphasis moved from listening/ speaking skills and to reading/ writing development. In math the reading of word problems and development of problem solving skills are formed. Vocabulary is repeated naturally as it appears in different content area studies.

d. ELL students in the program six years or longer will continue with content area instruction stressing reading and writing skills. Tutorials will be used to review the skills taught. Test taking skills will be emphasized. The ESL teacher works closely with the teacher to incorporate topics learned in class. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Again, vocabulary is repeated naturally as it appears in different content area studies.

e. All former ESL students continue to get test modifications for two years following a score of proficient on the NYSESLAT. The ESL teacher periodically checks in with the students and their teachers in order to ensure they continue to stay on track.

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?

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores,

periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pull-out/ push-in program, receiving

services in accordance with test results and their IEPs.

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?

Additional ESL periods are scheduled during the students' "zero period" in order to cause a minimum disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. ESL students with IEP's have programs that are the least restrictive, such as SETSS classes. All teachers of ELL students collaborate together in order to best serve the student. Common planning time is used to further assist our students by discussing the students' needs with each other. When appropriate, students from special education classes join students in regular education classes for certain core subjects.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

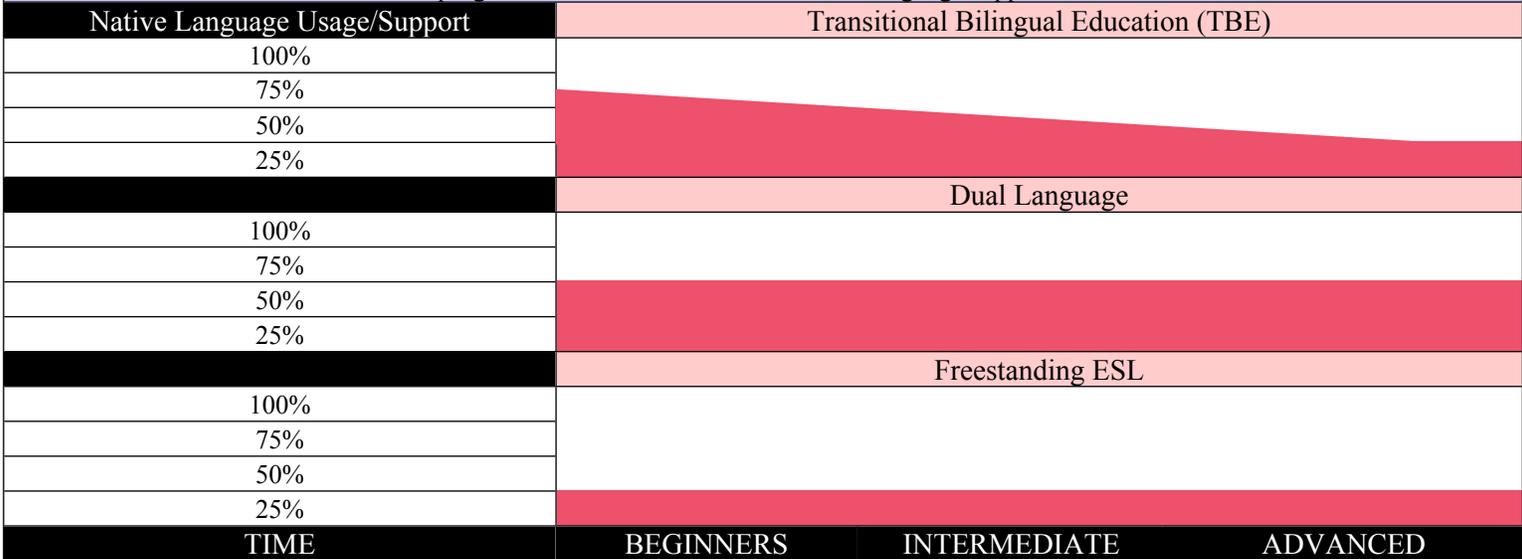
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- All students, including ELL students, are mandated to attend morning support services. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. Incentive programs are offered as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs. When ever possible, multiple subjects are infused into the curriculum. The ESL teacher makes core subject vocabulary more understandable for our students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- When evaluating the effectiveness of the ESL program at KAPPA III, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at KAPPA III has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects.
11. What new programs or improvements will be considered for the upcoming school year?
- This year the use of Rosetta Stone for English language acquisition has been added.
12. What programs/services for ELLs will be discontinued and why?
- We are not going to discontinue any ELL programs at KAPPA III.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL's are encouraged to participate in any academic, athletic and social programs that are offered during and after the school day. They are mandated to participate in the 37.5 minutes and our after school program "State Readiness Program". KAPPA III also conducts Saturday Academy to offer additional support to all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At KAPPA III, the teachers use Expeditionary Learning to support the common core curriculum. It is a collaborated effort between the ESL teacher and the classroom teachers to make sure this program supports the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs (such as: achieve 3000) are used by the student, individually, each working at their own level. Students have bi-lingual glossaries available to them when needed.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- At KAPPA III there is no TBE and Dual Language programs. For the ESL program, students are paired (i.e. cooperative grouping) to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of bi-lingual glossaries are available for the students if needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services, support, and resources are aligned to correspond to the age and grade of the student. The content taught reflects the common core while still being age appropriate material.
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.
- There are no formal activities during the summer for newly enrolled ELL students. During the school year all ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social.
18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

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

2. At the professional development sessions offered by the office of ELLs and the network, all strategies is now aligned to meet the challenges of the ELL student with the common core. Such professional developments include how to scaffold instruction, how to rephrase instructions and directions, and how to make vocabulary more understandable for our ELL students.

3. The guidance counselor and school psychologist at the school is there to assist any new 6th graders when they have trouble adjusting to middle school. They speak to the students about their high school choices and what to expect in high school as they get ready to transition. They also conduct meetings with the parents to help them with the transition as well. The school administration supports all staff members that work with ELL students by providing them with the necessary professional developments that can be used to train them to better assist our ELL students.

4. As the student becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ESL teacher attends all professional developments and turn keys the information with teachers during but not limited to common planning time, department meetings and faculty conferences.

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?

1. One of the “Essential Features” that makes Kappa III unique is it’s parental/guardian compact and agreement to excellence. Our school relies on the commitment and support of parents to ensure that students meet high expectations. In doing so, we provide consistent parent meetings to maintain a relationship between the school and general program requirements for English Language Learners. The orientation will be conducted within the first month of school for newcomers to New York City public schools. This orientation will be provided by a school administrator, an ESL teacher and the parent coordinator. Forum will be some of the avenues to maintain consistent communication with our KAPPA III parents. All of the information shared with parents will be disseminated in the language they understand other than English.

2. At this time KAPPA III partners with a Community Based Organization called "Dream Yard". This is an after school program that supports the students through the arts.

3. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators will be made available. During meetings with the parent coordinator, teachers, and administrators, the parent is encouraged to share any concerns. If it is an individual concern it is addressed individually.

4. Our school will have a parent/liaison responsible for making additional outreach gestures to secure all the needs of our parents are attended to. Additionally, KAPPA III will hold ELL parent workshops on Saturdays to give the parents an opportunity to not only learn English, but to learn about the school curriculum and how they can further help their children. In addition, this year we have joined the department of literacy and multilingual studies school of education at Mercy College lead by Dr. Vega-Ferrer. This program facilitates the inclusion of all parents, specifically the spanish speaking community to understand and participate in the newly developed Common Core Learning Standards. A series of seminars and workshops are constructed to connect school and home while supporting parents to build student achievement.

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.

N/A

Part VI: LAP Assurances

School Name: KAPPA III

School DBN: 12X316

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elisa Alvarez	Principal		11/14/13
Jean Colon/Leia McKinley	Assistant Principal		11/14/13
Brenda McFarlin	Parent Coordinator		11/14/13
Daisy Deynes	ESL Teacher		11/14/13
Brenda Luciano	Parent		11/14/13
Nicole Vairo	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
Enlly Paulino	Guidance Counselor		11/14/13
Rudy Rupnarain	Network Leader		11/14/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x316 School Name: KAPPA III

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our students come from Spanish speaking homes. At the beginning of the school year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. We currently have 25 spanish speaking parents that require individual interpretation needs both verbal and written. Designated staff members such as: school guidance counselor, school psychologist, community associate, parent coordinator, school principal and paraprofessionals are able to service the parents in this capacity. Staff have also received the phone number for the Translation & Interpretation Unit.

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.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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