

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** KINGSBOROUGH EARLY COLLEGE SECONDARY SCHOOL  
**DBN (i.e. 01M001):** 21K468  
**Principal:** CONNIE HAMILTON  
**Principal Email:** CHAMILT7@SCHOOLS.NYC.GOV  
**Superintendent:** MICHAEL PRAYOR  
**Network Leader:** ALAN DITCHER

### 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
Connie Hamilton	*Principal or Designee	
Christopher Verdone	*UFT Chapter Leader or Designee	
Susue Huie	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jessica Gonzales Nicoletta Tachtchouk	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vanessa Davis	Member/ Parent	
Ilona Dobrysh	Member/ Parent	
Randi Garay	Member/ Parent	
Raphael Morey	Member/ UFT	
Danielle Jacovino	Member/ UFT	
Kristin McDermott	Member/ UFT	
Tracee Murren	Member/ UFT	
Jamila Minott	Member/ Parent	
	Member/	

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

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

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

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

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

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

**By June 2014, 85% of students in grades 6 – 10 (374/440) will create a research project that demonstrates proficiency in argumentative writing, research, and presentation skills as evidenced by rubrics aligned to NYS and Common Core 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.

- This school-wide initiative was designed after analyzing the number of students who were deemed ineligible for courses in our college program due to their below mastery performance on the English Regents exam, as well as the number of students withdrawn from their English 12 and English 24 college courses offered through Kingsborough Community College.
- Department teacher team meetings with college professors from Kingsborough Community College and our school's English teachers helped our staff to identify students' areas of need, which included independent research skills, proper MLA citation skills, and the ability to independently outline and elaborate on ideas through writing.
- In addition to the areas of need identified through meetings with college faculty, internal department team meetings focused on deconstructing the Common Core Standards and the new instructional shifts, and used protocols for looking at student work to help identify gaps in existing curricula, and to target necessary changes to units of study to help target gaps in student understanding and college readiness.

### **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**

- To promote uniformity and transferability of skills among English and content area classes for identified subgroups, the English department engaged in a three-day summer planning session to develop their research-writing units. This unit planning involved the development of a school-wide common language around text-based writing, and resulted in the development of a comprehensive, standards-based rubric to develop a common set of expectations for student performance. This rubric will be used during writing revision conferences to help identify S.M.A.R.T. writing goals for struggling students.
- English teachers will meet regularly with their special education co-teachers to co-plan the research units, assess student work, and develop appropriate writing scaffolds to support struggling writers.
- The English department will meet regularly as a team to engage in protocols for looking at student work, applying the rubric they created during their initial summer planning session. They will use these meetings to inform adjustments to their curriculum maps and to their writing instruction.
- The English department will have joint department team meetings with the science and social studies teachers to share writing instruction strategies, so content teachers can reinforce these skills for struggling students.

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

- The initial planning session involved the English department teachers, including the UFT Teacher Center Coach, Lead Teacher, and the Assistant Principal, who supervises the English department. These staff members worked collaboratively as representatives from across grade levels to help share their approaches to writing instruction, and develop a standards-based rubric. The teachers all shared their argumentative writing strategies, and worked together to agree upon a new, uniform language for argument writing, as well as set up a suggested pacing calendar for the research-writing units.
- Special education teachers will develop scaffolds, which include graphic organizers, essay skeletons, and guided reading strategies for ELLS, students with disabilities, and students reading below grade level.
- The UFT Teacher Center Instructional Coach will facilitate professional development sessions focused on the implementation of evidence-based writing strategies for use in the classroom for all English department and content-area teachers. These strategies will be focused on the weaknesses identified through the departments' cycles of looking at student work.
- The school's Lead Teacher will model effective writing instruction practices for both English and content area teachers during inter-visitations, and will focus on coaching teachers to implement effective writing instruction through co-planning and classroom visitation cycle

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

- The English department will measure the effectiveness of the research unit scope and sequence and rubrics they developed during their initial planning session by engaging in protocols for looking at student work to continue to norm expectations for student performance on selected argument-writing skills. Teachers will also make adjustments to the rubric according to their findings during these protocols, as well as take time to share best practices surrounding their instruction of the common terms determined during the planning session. The students will be reassessed on the skills addressed during the research units throughout the entire year, through both formative and summative assessments, such as supplemental essays.
- Teachers will set benchmarks for their research units and design formative assessments to assess these benchmarks. These benchmarks will address skills such as evaluating sources, collecting relevant text evidence, outlining and drafting arguments, and using proper MLA citations. To assess the effectiveness of the writing scaffolds and supports developed by the special education teachers, co-teaching units will meet to discuss struggling students' performance on formative assessments, and will work with these students to set appropriate S.M.A.R.T. goals for those skills not mastered.
- The next steps identified during protocols for looking at student work will be documented and the effectiveness of suggested changes in instructional practices will be reassessed

during future meetings for looking at and discussing student work. Student growth will be evidenced based on movement on a standards-based rubric.

- Evidence of content area implementation of writing instructional strategies will be assessed using an inter-visitation note-taking tool, changes in curriculum maps on Atlas, and through protocols for looking at student work during joint English and content area department team meetings.

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

- The English department met in August 2013 for a three-day workshop to develop common language around writing instruction, and to develop a standards-based rubric for use by all departments
- By September 2014, the English department will have developed their research writing units, and realigned their curriculum maps to reflect the common language of research writing agreed upon during their planning session. By December 2014, students in grades 6-10 will have submitted a first draft of a research project, and will have submitted formative assessments testing benchmarks. By February 2015, the English department will have revised their curriculum maps to revisit those skills in need of reinforcement according to the information regarding student performance revealed by the protocols for looking at student work. By the beginning of March 2015, students in grades 6-10 will have submitted a final draft of a research project. By the end of March 2015, those students who have not received a proficient grade on the research-based rubric on at least one research paper will receive additional supports in the form of S.M.A.R.T. goals and scaffolds. By June 2015, all students will have submitted a final, revised research paper.
- By January 2015, the English department will have engaged in at least two meetings for looking at student work to help them norm the use of the research-writing rubric. By this time, all English teachers will plan appropriate scaffolds for struggling students with their co-teachers. They will also have met with the social studies and science teachers to share best writing practices.
- By December 2014, the English Department will have met with the content area teachers in at least two team meetings to share best practices in writing instruction, and to plan activities to support and reinforce research skills for struggling students.

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

- The summer professional development calendar allotted three days for the English department to meet. Teachers referred to the instructional modules available on EngageNY for exemplars of research-based strategies, supports, and scaffolds for use during research units.
- Department Team Meetings will be scheduled once per month on Mondays from 2:50-4:10 PM to support protocols for looking at student work, and to allow for co-planning sessions between English teachers and their co-teachers, as well as between English and content area teachers.
- The budget will be adjusted to allow for teams of teachers to meet after school hours to engage in additional co-planning sessions.
- Teachers will use Atlas, our online curriculum-mapping program, to share lesson plans and research writing scaffolds with colleagues.

**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).

- Teachers will continue to use JupiterGrades, our online grading system, to communicate student progress to families on a regular basis.
- Students receive printed progress reports 4 times a year to provide families with information regarding their child's progress towards meeting research-based benchmarks.
- Students' advisors will be in contact with parents regarding their students' progress between regularly scheduled parent-teacher conferences.

**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.

- 10% of Title 1 funding used for professional development has been allocated for our UFT Teacher Center Specialist to provide ongoing school-wide professional development regarding literacy and writing strategies across the curriculum as well as strategies to help navigate non-fiction text.
- Title I Funding allocated for Jupiter Grades
- Title I Per Session Funding for UFT Teacher Center Specialist, Instructional Leads/Chair People and Administration to work after school with teachers regarding instructional strategies and co-planning.
- Tax Levy MOSL funds for per-session for Departments to grade and review common core aligned assessments.
- Tax Levy funds allocated for per-session work on Common Core Units of Study.
- Title I Funding allocated for sub coverage to provide teachers with time for inter-visitations within school, attendance at city-wide professional development and network meetings/professional development.
- Tax Levy FSF Funding allocated for teachers and administration salaries.

## Goal and Action Plan #2

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

### Annual Goal #2

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

**By June 2014, 75% of 10<sup>th</sup> grade students in the lowest third will accumulate 10 credits or more in their second year of high school and will pass at least one college level course.**

### 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.

It is the mission of KECSS to bridge the gap between middle school, high school and college and for students to earn their High School Diploma and Associate's Degree simultaneously. In order to meet this goal students will have to accumulate at least 10 credits for every year they are enrolled in high school if they are to graduate in four years. It is important that students are offered every opportunity possible to graduate within four years. Statistics and research states that the longer a student takes to graduate from high school, the less likely he or she is to attend college.

### 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

- All 10<sup>th</sup> grade students will be programmed for an advisory program, which focuses on developing self-advocacy and strategies for coping with the stressors of a demanding academic schedule.
- Students struggling in the college courses will meet with a college advisor to set academic contracts, including goals and action plans for improvement.
- Our school's "Target 12" initiative will be used to provide individualized support for struggling students in the lowest third of our school's student population.
- All high school course curriculum maps will be designed to include ongoing formative assessments aligned to standards-based benchmarks to assess student progress throughout instructional units. Strategies for multiple entry points and scaffolds will be designed by teams of teachers to support struggling students in mastering these assessments and benchmarks.

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

- The 10<sup>th</sup> Grade Advisory Point Person will work with our UFT Teacher Center Specialist to oversee the development, implementation, and revision of our existing 10<sup>th</sup> grade advisory curriculum. They will train all 10<sup>th</sup> grade advisors, and engage in regular cycles of feedback to adjust the curricula to meet the academic, social, and emotional needs of struggling students.
- Our school's Program Specialist will create student schedules to ensure that all students are enrolled in a scope and sequence of dual-credit college courses. Both the Program Specialist and the College Liaison will then meet with college professors to discuss their expectations for student performance and behavior, which will be communicated to the 10<sup>th</sup> grade Advisory Point Person, and incorporated into the 10<sup>th</sup> Grade Advisory curriculum. The College Liaison and Advisors will meet with struggling students to provide them with academic contracts and action plans/supports for improvement.
- Our school's Data Specialist will identify subgroups of students within the 10<sup>th</sup> grade to be targeted in our school's Target 12 initiative. A team of selected high school teachers from different content areas will meet regularly with the assistant principal to design individualized intervention plans to implement in helping these identified students accumulate credits.
- Our UFT Teacher Center Specialist and Lead Teacher will offer ongoing professional development in the form of whole-staff professional development sessions, individual coaching cycles, and classroom inter-visitations to model instructional strategies that can be used to target struggling students, such as literacy strategies, strategies for engagement and discussion, as well as strategies for designing appropriate formative assessments. Special education teachers will meet regularly with general education teachers to design appropriate scaffolds and supports for struggling students, based on data revealed by formative assessments. During Professional Conversations and post-observation conferences, administration will offer feedback regarding teachers' implementation of effective teaching strategies as outlined in Danielson's Framework.

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

- Advisors will evaluate the effectiveness of advisory curriculum changes through regular SMART goal conferences with individual advisees, and through their use of the Advisory grading rubric to assess students' participation in advisory activities four times a year.
- The effectiveness of academic contracts will be assessed through evaluating the numbers of official withdrawals from college courses.
- The individualized plans put in place during Target 12 meetings will be evaluated through regular monitoring of students' progress on benchmark-aligned assignments. Teachers and advisors will regularly check the students' grades in their targeted classes, using JupiterGrades, our online grading system.
- Teachers assign regular benchmark-aligned assessments, and engage in learning conferences with students to assess their progress towards meeting outlined goals. Progress reports are issued four times a year, which mark progress towards students passing their high school courses.

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

- By September 2014, the 10<sup>th</sup> grade advisory team will have met to outline unit calendars, and will meet monthly throughout the year to continuously revise units. By June 2015, all successful revisions will have been made to the Advisory curriculum.
- By September 2014, all 10<sup>th</sup> grade students will be scheduled for college courses, such as Intro to Theater, Speech, Intro to Psychology, and Drawing 1. Students will receive academic contracts for the fall semester by October 2014 and for the spring semester by April 2015.
- Target 12 students will be identified by October 2014, and the lists will be continuously revised throughout the year. The credit accumulation of these students will be assessed by December 2014 and by June 2015.

- Curriculum maps will be uploaded by September 2014, and continuous adjustments and scaffolds will be posted to Atlas, our online mapping system, by June 2014.

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

- The UFT Teacher Center Specialist will schedule meetings with Advisory Point People to discuss the implementation of the advisory curriculum, and to revise existing lessons to address student needs. The 10<sup>th</sup> grade Advisory Team will meet one Monday a month from 2:50 – 4:10 PM to share feedback regarding specific lessons, as well as plan future units.
- 10<sup>th</sup> graders are scheduled for Advisory twice a week during regular school hours, at which time appointments will be made with the College Liaison for academic contract meetings, and conferences with their regular advisors.
- Target 12 meetings will be scheduled monthly during after school hours to facilitate ongoing discussion and cyclical feedback regarding targeted students' progress.
- Teachers engage in department team meetings for looking at student work once per month from 2:50 – 4:10 PM, which is used to assess the effectiveness of supports and scaffolds for struggling students, and to co-plan units and lessons. Whole-staff professional development regarding effective instructional practices is built into the professional development schedule throughout the year.

**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).

- Progress Reports are sent home once per marking period to serve as an interim assessment of student performance and proficiency in all academic classes. Additionally, parents are given access to our online grading system, Jupiter Grades, which affords them the opportunity to consistently monitor their child's academic performance.
- Progress reports are sent home 4 times per year to enable parents to monitor their child's academic progress.
- Report cards are given four times a year to communicate current levels of student performance in all academic classes
- Our school website is linked to individual teacher websites enabling parents to keep updated on curriculum and school wide events.
- On-going parent meetings are held to describe Benchmarking Templates, student goals and individual action plans to help students meet academic success
- Our Advisory program and Target 12 initiative ensures that all students have a teacher advocate to provide them with individual attention regarding academic concerns and to communicate identified concerns in a timely fashion to parents, guardians, Administration, and academic interventionists
- As students move up in grades, mandated meetings are held annually to inform all parents of high school and college graduation requirements.
- Advisors remain in contact with their advisees, and parent/guardians to inform them of their child's progress and proficiency in all academic classes.
- Through academic contracts a clear timeline is established with parents and students to ensure all students are afforded with an opportunity to complete all work necessary to achieve success in their college and high school courses.
- Parents participate in scheduled conferences with our college Advisor, CUNY Liaison, and KECSS administration when their child is in danger of being withdrawn from a college course.
- Parents and students are required to sign academic contracts outlining an action plan to ensure students meet course requirements for college courses

**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.

- 1% Title 1 Parent Involvement funding for School Messenger
- 10% Title 1 professional development UFT Teacher Center Specialist
- Title I allocated for college advisors per session
- Title I allocated for teacher and admin per session
- FSF allocated for teachers
- NYSTL for HS text materials
- Title I allocated for college text materials and Jupiter Grades
- STH monies are allocated for all students in temporary housing. This money helps fund extra student supplies when needed, trips that students cannot afford and incentives. We believe that this allocation helps us to keep attendance high and supports students in need, allowing them to come to school and accumulate credits.
- OTPS budget categories are allocated for all supplies and materials ensuring positive student outcomes such as: college textbooks, college art, theater and lab supplies and other essentials such as lap top carts, desktops, printers and scanners for our newly created high school/college student room. This allows for studying, preparation for college classes, exams and writing pieces.
- OTPS is also allocated for Regents Prep materials for Saturday School
- Per session budget is allocated for teachers and administration for Regents Prep Saturday School throughout the year
- Per Session and teacher sub monies are also allocated for college adjunct professors when needed

### **Goal and Action Plan #3**

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

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

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

**By June, 40% of middle school students (61/152) who did not receive a level 2.9 or higher on the NYS ELA Exam will increase their reading level by at least one grade.**

#### **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.

Our needs assessment is based on our students performance on the CCLS aligned assessments introduced in 2014. Due to the increased rigor of these assessments, the performance of the students in our lowest third decreased significantly. KECSS students need to be able to demonstrate mastery of the Common Core Learning Standards in order to ensure credit accumulation in both their high school and college courses.

It is our belief that unless our students increase their fluency, vocabulary, and comprehension skills through the independent reading initiatives, test preparation programs, and direct reading instruction they will be unable to demonstrate an increase in proficiency on standardized assessments.

#### **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.

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

- To encompass the needs of identified student subgroups, Independent Reading and English Language Arts teachers will make ongoing adjustments to the activities and texts used in their classroom; teachers will incorporate multiple entry points into their lesson in order to help ensure student gains (i.e. task skeletons, graphic organizers, and revised task prompts designed to help scaffold abstract concepts for struggling students). This work will be modeled for content area instructors.
- Middle school students will participate in a structured independent reading program designed to help them develop fluency, grade appropriate vocabulary acquisition, and reading comprehension skills both in school and at home.
- Independent Reading and English Language Arts teachers will use ongoing formative assessments, such as exit slips, homework assignments, and individual/small-group conferences to help track areas of growth and areas still in need of support. During regularly scheduled conferences, teachers and students will outline individualized goals and action plans to help ensure student success.
- 100% (152/215) of students including special needs students and ELLs who scored in the lowest third on the 2014 English Language Arts exam** will be scheduled for a mandated Achieve 3000 reading remediation course that will meet twice weekly throughout the 2014-2015 school year.
- At the mid-point of the 2014-2015 school year teachers will identify students in need of additional support in preparation for the 2014 NYS ELA examination and will facilitate a rigorous Saturday program to address students' areas of weakness and offer further skill remediation.

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

- The school data specialist will provide the ELA department with an analysis of student performance trends on the NYS ELA assessment, identifying academic weaknesses across grades. The teachers in the ELA department will use this analysis to design and modify curriculum maps to ensure that students receive the instructional supports needed. Instructors will use protocols to look at student work together to analyze the effectiveness of classroom instruction
- Two independent reading teachers will work together along with our UFT Teacher Center Instructional Coach and Lead Teacher in order to design a rigorous and engaging curriculum that allows for consistent monitoring of reading proficiency.
- The UFT Teacher Center Instructional Specialist, Lead Teacher, department chair-people, and supervising assistant principals will provide regular Professional Development opportunities reflective of the development of meaningful formative assessment.
- Identified teachers will participate in iLearn/Achieve 3000 Professional Development regarding the re-launch of Achieve 3000 in September of 2013. Additional onsite Professional Development will be provided throughout the school year by our UFT Teacher Center instructional coach, our Lead Teacher, the supervising Assistant Principal, as well as representatives from iLearn and/or Achieve 3000. )
- ELA instructors will meet regularly as a department team to discuss and review the alignment of their unit benchmarks and curriculum maps to the skills addressed on the NYS ELA examination.

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

- Based on regular review of student work, departments will be able to assess the efficacy of curricular modifications. By June of 2014, 100% of Department Chair-people will have reviewed and approved all modified curriculum maps.
- Scholastic Reading Indicator (SRI) and teacher led conferences will be used to monitor student performance and progress throughout the school year. By February of 2015, Independent Reading teachers and middle school English Language Arts teachers will be able to discuss students who have evidenced progress in terms of lexile levels during their administrative conversation. Likewise, in February of 2015 Independent Reading teachers and middle school English Language Arts teachers will be able to identify students for whom additional academic intervention is necessary

- All middle school Independent Reading and English Language Arts teachers will conference with students at regular intervals during units of study in order to use formative assessments to track student progress. Student progress will be monitored using Benchmark templates. Students will establish targeted action plans to meet goals set when necessary.
- Identified teachers will utilize Achieve 3000's assessments in order to track student gains in lexiles and reading levels; student progress on these assessments will be monitored monthly by supervising administrators.
- During ELA department meetings, teachers will share out successes and challenges experienced during Saturday sessions based on formative assessments given on a weekly basis throughout the duration of this program.

• **Timeline for implementation and completion including start and end dates**

- By September of 2014, tentative curriculum maps and related curricular materials will be uploaded to ATLAS. Beginning in September of 2014 teachers will meet in department teams on a twice-monthly basis in order to modify curricular materials based on their shared assessment of student work using established protocols on an ongoing basis through June of 2015. By June of 2015, modified curriculum maps with all relevant curricular materials will be uploaded to ATLAS.
- Beginning in the spring of 2015 and continuing throughout the 2014-2015 school year, the UFT Teacher Center Instructional Coach, Lead Teacher, members of the English department, and the English chairperson will revise existing middle school Independent Reading curriculum in order to support 4 days of instruction. Additionally, in September of 2014, all middle school students reading levels will be assessed using the Scholastic Reading Indicator (SRI). Relevant data will be communicated to all content teachers by October of 2014. Reading conferences will be held to track student progress on an ongoing basis. Students will take the SRI post-assessment in June of 2015.
- Beginning in September of 2014, teachers will formatively assess students during each unit of study in order to track progress and proficiency. Teachers will discuss their students' performance with their supervising administrator during professional conversations held in October of 2014, February of 2015, and June of 2015. Related Professional Development will be offered by UFT Teacher Center Coach and Lead Teacher on an ongoing basis during monthly Professional Development sessions through June of 2015.
- In September 2014, Professional Development will be provided for all instructors and administrators involved in the implementation of the Achieve 3000 program. Professional Development will continue to be offered on an ongoing basis. **In October 2014 all students in the middle school lowest third for ELA** will be placed into an Achieve 3000 group targeting their specific skill deficiencies throughout the 2014-2015 academic year. Student progress will be tracked and monitored on a monthly basis by supervising assistant principal.
- All students who comprise the lowest third according to the 2014 NYS ELA examination, students in identified subgroups, and students identified by teachers as in need of additional remediation will be scheduled to attend Saturday school for addition test preparation and literacy remediation beginning in January of 2015.

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

- Department team meetings will be scheduled each month from 2:50-4:10 PM to support protocols for looking at student work, discussion about the implementation of strategies, and to co-plan units. Teachers will utilize ATLAS to upload/modify curriculum maps.
- Independent Reading teachers will administer the Scholastic Reading Inventory twice annually. 100% of sixth and seventh grade students will be programmed for an Independent Reading class. Sixth grade students will be scheduled for independent reading 4 hours per week while seventh grade students will receive reading instruction twice per week.
- Professional development scheduled weekly in order to develop teachers' knowledge of appropriate formative assessments. Students are programmed into classes that allow for reteaching and remediation every Friday.
- Identified students will be programmed to participate in Achieve 3000 for 100 minutes a week. Achieve 3000 will be utilized by students, teachers, and administration through the iLearn platform.
- Identified students will be programmed for 90 minute remediation classes that will meet on Saturday mornings for 12 weeks.

***Strategies to Increase Parental Involvement***

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

- All parents have access to ARIS to inform them of their child's ELA state scores.
- Parents are given a password by school staff and specialists to monitor all progress and grades on Jupiter Grades, our online grading system.
- Parents of students who participate in the Achieve 3000 reading remediation program will be given access to their children's online Achieve 3000 account so that they can monitor their child's proficiency and progress.
- Parents receive 4 progress reports and 4 report cards during the 2014-2015 school year.
- Parent workshops are facilitated yearly by KECSS staff to support middle school parents in navigating test materials and study techniques to ensure positive students outcomes.
- There is ongoing communication with parents and advisors to discuss individual student issues, questions, and concerns.

**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.

- FSF for ELA teachers and Independent Reading teacher.
- Title I funding was utilized for the purchasing of Jupiter Grades and Achieve 3000, Saturday Test Prep and After School Programs.
- 10% Title I professional development funding for the UFT Teacher Center specialist/coach.
- NYSTL, FSF, and Title I monies allocated for ELA independent reading libraries
- Title 1 Funding allocated for Parent Involvement was utilized in the purchasing of School Messenger and as well as Parent Meetings i.e. college informational sessions

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

**By June 2015, 85% of teachers (27/32) will demonstrate proficiency on 6/8 competencies of the Danielson Framework for Teacher Effectiveness**

### **Comprehensive Needs Assessment**

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

- As New York State transitions to the Common Core Learning Standards, it is expected that teachers shift their practice to create classroom environments that are more rigorous and simultaneously accessible to all learners. In order to support this instructional shift the Advance system of teacher evaluations has been implemented to ensure the establishment of a common understanding of the elements of effective teaching. It also provides teachers and administrators with a common language to discuss teacher practice and guidelines for improving student achievement.
- The Danielson Framework for Teacher Effectiveness also provides teachers and administrators with a research-based, transparent instrument for teacher development, observation and evaluation. Through teacher observations, personal professional conversations with administration and staff and teacher self-assessments, evidence was pointing to a lack of differentiation in certain classrooms and a need for professional development regarding formative assessments and higher order questioning to promote higher order thinking. Incorporating the Danielson rubric into our school-wide system of observations, conversations and school-wide professional development will support our school community as we move toward improving teacher practice to promote positive student outcomes.

### **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.

- **Strategies/activities that encompass the needs of identified subgroups**

6. The KECSS Administration, UFT Teacher Center Specialist, and Lead Teacher will work with a Talent Coach in order to create and facilitate professional development to support teachers in self-assessing and setting personal goals regarding Danielson's research/competencies and revised city-wide expectations. At this time, returning teachers will also reflect on their end-of-year self-assessment on the Danielson rubric from 2013-2014.
  7. The KECSS Administration, the UFT Teacher Center Specialist and the Lead Teacher will create and facilitate professional development designed to support teachers in the implementation of strategies designed to make the content accessible to English Language Learners (ELL), Special Education students and students identified as being in the Lowest Third of the school/city due to their performance on the NYS State Assessments
  8. **A.** Principal and Assistant Principals will conduct Personal Professional Conversations for teachers to set goals and target competencies to be developed throughout the year. These Personal Professional Conversations will take place three times per year and will give teachers and opportunity to discuss their successes and challenges with the implementation of Danielson-aligned strategies offered during Professional Development. During these meetings teachers will use the Danielson rubric for Teacher Effectiveness to assess their performance and modify or set new goals for their individual professional development as needed.  
**B.** Principal will meet with the Assistant Principals, UFT Teacher Center Coach, and Lead Teacher to discuss formal and informal observation feedback and progress of teachers towards reaching their personal professional goals aligned with the Danielson rubric to revise and make adjustments to professional development throughout the year as needed.  
**C.** Primary and secondary evaluators (Principal and Assistant Principals) will begin to conduct formal and informal observations as per teacher selected options. Observations will be on-going throughout the school-year. Observations will be documented on the New York City Department of Education Measures of Teacher Practice website.
4. Administration will meet with Department Chairs to give guidance on how they can support their department members during the transition to Advance. They will assist their team members by scheduling intervisitations and providing strategies to improve content instruction throughout the school-year

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

1. The UFT Teacher Center Instructional Coach, Lead Teacher and KECSS Administration will facilitate professional development sessions focused on the implementation of the common core, the instructional shifts and Danielson Framework for Effective Teaching.
2. The UFT Teacher Center Instructional Coach, Lead Teacher, Talent Coach and KECSS Administration will facilitate professional development sessions focused on the modification of existing curricula to challenge all students. This professional development will ensure that active learning strategies are included in all lessons to engage students and that appropriate scaffolds are utilized to ensure struggling students can access the material.
3. KECSS Administration will meet with teachers to discuss their goals for the school year and reflect on their progress towards these goals. They will also discuss their student data and strategies that can be employment to increase student achievement.
4. **A.** Department chairs will allot time during regularly scheduled department team meetings to facilitate co-planning sessions and support content area teachers in the implementation lessons designed to help struggling students access the material of the new curricula.  
**B.** Department chairs will facilitate department team meetings where teachers can share best practices and feedback from intervisitation sessions.

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

1. **Professional Development:** Professional development can be whole group or individualized depending on the needs of the staff. The UFT Teacher Center Instructional Coach, Lead Teacher and KECSS Administration will review observations and intervisitations to determine common areas of weakness and facilitate Professional Development. Teachers can also demonstrate professional responsibility by seeking out professional development that meet their individual needs.
2. **Professional Development:** Professional development can be whole group or individualized depending on the needs of the staff. The UFT Teacher Center Instructional Coach, Lead Teacher and KECSS Administration will review observations and intervisitations to determine common areas of weakness and facilitate Professional Development. Teachers can also demonstrate professional responsibility by seeking out professional development that meet their individual needs.

3. **.A.Initial Planning Conference:** During this conference teachers and evaluators will discuss the options for observations and the Measures of Teacher Practice that will be used for teacher evaluation during the 2013-2014 school-year.

**B.Beginning Year Personal Professional Conversation:** During this meeting teachers and evaluators will set professional goals based on the teacher's self-assessment and the evaluator's observations. They will also discuss successes and challenges that the teacher is currently facing. The teacher and the administrator will also confer about struggling students and the strategies being used to help them access the material.

**C.Mid-Year Personal Professional Conversation:** During this meeting teachers and evaluators will meet to discuss their progress towards meeting their professional goals. At this time modifications can be made to the goals established during the Beginning Year conversation if needed.

**D.End-Year Professional Conversation:** During this meeting teachers and evaluators will discuss whether the teacher successfully met the goals identified in the Beginning Year conversation. They will also reflect on the year, and focus on any successes and challenges that may have faced with the hope that they could further improve their instruction for the following year.

4. During team meetings teachers will engage in share-outs of the successes and challenges they experienced with the implementation of the common core, instructional shifts and the strategies for effective teaching as outlined in the Danielson framework.

• **Timeline for implementation and completion including start and end dates**

1.**Professional Development** will be offered during the first two days of the 2014-2015 school-year, professional development days identified by the New York City Department of Education.

2.**Professional Development** will be offered the first Monday of every month from 2:50-4:10.

3. **A.The Initial Planning Conference** will take place during the first two weeks of September 2014.

**B.The Beginning Year Personal Professional Conversation** will take place during the month of October 2014.

**C.The Mid-Year Personal Professional Conversation** will take place during the month of February 2015

**D.The End-Year Personal Professional Conversation** will take place during the month of June 2015

4.Department team meetings will be scheduled 1-2 times a month from 2:50-3:40 PM to support the implementation of the common core, instructional shifts and the strategies for effective teaching as outlined in the Danielson framework.

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

1. Professional development sessions will be offered one Monday per month, from 2:50-4:10PM during this time teachers will be provided with support around the Danielson Framework for Teaching and the instructional shifts.

2. Hour long Professional Conversations will be scheduled for each teacher to set professional goals based on the teacher's self-assessment and the evaluator's observations

3. Department team meetings will be scheduled once per month from 2:50-4:10 PM to support the implementation of the common core, instructional shifts and the strategies for effective teaching as outlined in 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).

- Conferences are held for the parents of Special Education and ELL students to inform them of the: instructional methodology, curricula modifications and differentiation strategies that will be used to ensure that all teachers are effectively addressing the specific needs of these sub-groups of students.
- Annual parent workshops provide an opportunity to discuss curricula objectives, the scope and sequence, student goals and academic intervention and acceleration services.
- Teachers post curricula calendars and unit benchmarks on their websites so parents are aware of the objectives of the course throughout the year.
- Parents are able to monitor their child's Jupitergrades account and contact teachers to discuss student performance on all formative assessments such as exit slips, homework, class work and tests.
- Through on-going Progress Reports, parents are able to monitor their child's performance on all in-class and take home assessments.

**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.

- 10% of Title 1 funding used for professional development has been allocated for our UFT Teacher Center Specialist to provide ongoing school-wide professional development regarding Designing Coherent Instruction, Questioning and Formative Assessments. Also, school-wide professional development supports literacy and writing strategies across the curriculum as well as strategies to help navigate non-fiction text.
- Title I Per Session Funding for UFT Teacher Center Specialist, Instructional Leads/Chair People and Administration to work after school with new teachers regarding instructional strategies, as well as Jupiter Grades
- Tax Levy MOSL funds for per-session for Departments to grade and review common core aligned assessments.
- Tax Levy funds allocated for per-session work on Common Core Units of Study incorporating Danielson's framework for effective teaching.
- Title I Funding allocated for sub coverage to provide teachers with time for inter-visitations within school, attendance at city-wide professional development and network meetings/professional development.
- Tax Levy funds allocated for professional development materials such as: Danielson's Framework, Text Complexity, Focus, The Differentiated Classroom and Assess Higher Order

Thinking Skills in Your Classroom.

- Tax Levy FSF Funding allocated for teachers and administration salaries.

## 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.

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

### **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.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Achieve 3000 Saturday Program	One-to-One Small group	After School During School Day Saturdays
<b>Mathematics</b>	Saturday Academy Homework Tutoring Lunch Tutoring	One-to-One Small group	Saturdays After School
<b>Science</b>	Regents Tutoring Lunch Tutoring	One-to-One Small group	During the School Day Saturday
<b>Social Studies</b>	Regents Tutoring Lunch Tutoring	One-to-One Small group	During the School Day Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Occupational Therapy Physical Therapy Speech Counseling	One-to-One Small group	After School During School Day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- The majority of our teachers are highly qualified as defined by the NCLB. Our interview and recruitment process is facilitated by a team of highly qualified teachers, administrators, and parents who assess candidates every year through the use of an established rubric aligned with the Danielson Framework and Best Teacher Practices and KECSS core values.
- To retain and support highly qualified teachers, we offer extensive professional development regarding citywide instructional expectations, the implementation of the CCSS, teacher effectiveness, school-wide initiatives, and focus groups based on teachers' self-reported needs

**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).

- We continue to employ a UFT Teacher Center specialist to support teachers in the backwards planning of their curriculum maps, the implementation of literacy strategies, the analysis of student data so that they can provide students with appropriately challenging course material, and the implementation of strategies aligned with the Common Core. This UFT Teacher Center Coach attends monthly professional development sessions offered through the UFT Headquarters, which are focused on discussing, analyzing, and writing arguments about non-fiction texts. These skills and strategies are then shared with teachers during school-based professional development sessions.
- We have selected one of our teachers to assume the role of Lead Teacher within our building. This Lead Teacher attends monthly professional development trainings through the Lead Teacher Program and the CUNY Network, focused on coaching strategies for helping teachers assess the level of rigor of their assessments as well as their development and implementation of Common Core-aligned instructional strategies.
- We also employ an advisory consultant who supports all teachers in the implementation of all advisory curricula, and college readiness programs.
- Teachers engage in monthly department team meetings to use protocols for looking at student work and analyzing the effectiveness of the implementation of instructional strategies focused on research and argument-writing skills.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- OTPS Funding was allocated primarily for classroom books, materials and supplies
- STH Funding was allocated to students in need of instructional supplies
- NYSTYL Funding was allocated for content textbooks
- ARRA Funding was allocated for Per Session for Instructional Leads and Departments to design Units of Study, meet together to Look at Student Work, align assessments and create common rubrics which align with tasks

- STH monies are allocated for all students in temporary housing. This money helps fund extra student supplies when needed, trips that students cannot afford and incentives. We believe that this allocation helps us to keep attendance high and supports students in need, allowing them to come to school and accumulate credits
- OTPS budget categories are allocated for all supplies and materials ensuring positive student outcomes such as: college textbooks, college art, theater and lab supplies and other essentials such as lap top carts, desktops, printers and scanners for our newly created high school/college student room. This allows for studying, preparation for college classes, exams and writing pieces. OTPS is also allocated for Regents Prep materials for Saturday School
- Per session budget is allocated for teachers and administration for Regents Prep Saturday school sessions that are scheduled to take place throughout the year
- Per Session and teacher sub monies are also allocated for college adjunct professors when needed
- Per Session Funding will be allocated for Teachers and Administration to host an evening Achieve 3000 Parent Meeting
- Per Session Funding was allocated for Teacher and Administration for Saturday Test Preparation and AIS Services
- NYSTL along with other funding sources stated above were allocated for Independent Reading Libraries
- Per Session Funding is allocated to UFT Teacher Center Specialist, Lead Teacher, Administration and Chair People to support teachers after- school through professional development of instructional strategies aligned to the Danielson's Rubric/Framework
- FSF Funding is allocated for sub coverages to ensure inter visitations between teachers
- OTPS Funding is allocated for professional materials for teachers and administration to support teacher effectiveness

### **SWP Schools Only**

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

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

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

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- MOSL Team elected by teachers to represent them in the decision-making process regarding baseline and end of year assessments
- Use state-generated and teacher-created item analyses from state and informal assessments to inform instruction and PD needs
- Teachers take periodic needs assessments to identify areas to be targeted with our school's PD Inquiry teams, which are self-selected and targeted to address instructional gaps
- Formative assessment PD Inquiry group to explore and turnkey new assessment strategies to staff
- Inter-visitations to have teachers share successful implementation practices
- Student work protocols to identify effectiveness of instructional strategies and assessment

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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## **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information- through School Messenger and training- through Parent Informationals so that they have the knowledge necessary to become involved in the planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership through the use of the advisory program, School Messenger and the Jupitergrades grading system 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., Grade level informationals, 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 Informational Session;
- 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 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 a website 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;

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

**DBN: 21K468**

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$364,046.76	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,848,631.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>468</b>
School Name <b>Kingsborough Early College Secondary</b>		

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

Principal <b>Connie Hamilton</b>	Assistant Principal <b>T. Murren, S. Kaplan, N. Delbe</b>
Coach <b>Elizabeth Rogoff</b>	Coach
ESL Teacher <b>Sandra Gelfman</b>	Guidance Counselor <b>Nicolette Apap</b>
Teacher/Subject Area <b>Ralph Franco/Spanish</b>	Parent <b>Cecile Iacono</b>
Teacher/Subject Area	Parent Coordinator <b>Genevieve Mercado</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Alan Dichter</b>	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>549</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.28%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	2

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3			2		1	2			7

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	3	0	0	2	0	1	2	0	0	7
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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)							1							1
Intermediate(I)														0
Advanced (A)							1	2	2					5
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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		1			1
7	2				2
8	2				2
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	2								2
7	1								1
8	2				1				3
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography			1	
US History and Government			1	
Foreign Language				
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:**

- 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.

To determine the literacy skills and reading levels of the ELL students KECSS uses the Group Reading and Diagnostic Evaluation Assessment (GRADE), the Achieve 3000 reading assessment (The Level Set) and the Scholastic Reading Indicator (SRI). All assessments

provide literacy grade level equivalencies.

According to data received from these assessments, our ELL students are underperforming in the areas of literacy. On average they are reading on grade levels that are three years below their current grade level. To address this issue teachers are focusing on applying literacy strategies across the content.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

According to data collected from the 2013 NYSESLAT 87.5% (7/8) of our ELL students are advanced in the areas of reading and writing, 12.5% (1/8) of our ELL students are at the Beginning proficiency level

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](#))

Ms. Murren, Mr. Franco and Ms. Gelfman all analyze the data from the NYSESLAT the similarities in the proficiency levels allows for an ungraded homogenous program model with a relatively singular curriculum. This class is co-taught by Mr. Franco (Spanish certified) and Ms. Gelfman (ESL certified)

4. For each program, answer the following:

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

a. This is not applicable. Our ELL students take all tests in English.

b. The results of all periodic assessments are used to modify the curriculum and instructional program of the students. These results also determine the types and frequency of the academic interventions offered to the students. The data drawn from these assessments help provide the staff with detailed information about our students' strengths and weaknesses in English Language Development. These tests also serve as a resource to help the ELL teacher to better plan for the small group lessons. By seeing specific strengths and weaknesses fall, we are able to focus on where the help is needed. We are also able to focus on their strengths and to improve on them as well. These assessments help the staff plan and create different lessons with appropriate amounts of differentiation and scaffolding.

c. N/A

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?

In order to ensure the development of a child's second language, all teachers including content area instructors will emphasize writing, reading and vocabulary acquisition in all classrooms in order to reinforce English language development.

7. For dual language programs, answer the following:

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

N/A

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

In order to fully assess the ELL program formative and summative data is collected and analyzed by the Inquiry Team. Data will be

collected from interim assessments such as classroom tests and Acuity examinations while summative data will be obtained from the NYSELAT and the RNMR

## 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](#).)

In order to determine whether a new student may possibly be ELL's, Ms. Murren or Mr. Franco administer the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Before and after this process parents are informed of purpose for the student screening. Translators are provided through the NYC Department of Education when necessary.

The persons responsible for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment are Sandra Gelfman (certified ESL teacher), Ralph Franco (certified Foreign Language teacher) and Ms. Murren (Assistant Principal). Once potential ELLs are identified, Mr. Franco and/or Ms. Murren administer the revised LAB-R test within 10 days. The LAB-R test results then determine whether students are entitled to one of the three ELL programs. If necessary Ms. Murren, Mr. Franco or Ms. Gelfman administers the Spanish LAB to Spanish-speaking students who do not pass the LAB-R. This test is administered in order to determine language dominance.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all English language learners. ELL students are tested for English proficiency in speaking, listening, reading and writing. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Data from the RLAT provides KECSS with valuable information in designing and placing our students into instructional programs and determining the type of support each student needs based on his/her proficiency level. The NYSESLAT scores are distributed to all teachers and each teacher uses this data to help support ELL students. All KECSS teachers then use the NYSESLAT and other assessment data to create an individual benchmarking/learning goal plan for the purpose of documenting student learning/progress and to implement strategies that will support each student and ensure he/she attains mastery of the specified set of standards outlined in each unit of study. Both the NYSESLAT and LAB-R data is used to inform instructional programs and initial language allocations at KECSS.

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.

Listed below are the many structures in place to ensure that our parents understand all three program choices (Transitional Bilingual, Dual Bilingual, and Free Standing ESL):

- Each August before the official start of school begins, KECSS holds a Parent Orientation Meeting facilitated by Ms. Hamilton (Principal), Ms. Murren (Assistant principal) and Ms. Kaplan (Assistant Principal). During this Parent Orientation there is an in-depth overview of the ELL identification, entitlement and placement process with a Q & A session that follows the orientation.
- During the first week of school, students will be identified for ELL using the HLIS. Parents will be called by their student's advisor to make an appointment with our ELL teachers Mr. Franco or Ms. Murren for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child.

- The PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group
- The advisor will provide parents with notifications, information and maintain a dialogue with parents to ensure that they are well-informed about their child's education from the start to the end of the school year. As per the Aspira Consent Decree parents will be notified when a TBE/DL program become available.

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 [\[see tool kit\]](#).)

The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. These documents are given to the parents during Summer Orientation or sent home with the child through their advisor who will collect the forms back and submit them to Ms. Murren. Parents are free to ask questions during Summer Orientation or schedule a meeting with the ELL instructors to clarify any questions or concerns that they may have. All documents collected will be kept on file. The advisor or Ms. Murren will call the home of any parent who does not return the forms in a timely manner. Administration will be notified in the event that the advisor or Ms. Murren is not able to contact the parent and will then follow through in ensuring the form is returned.

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.

Entitlement letters will be sent to parents by mail, and follow up conversations with Mr. Franco and/or Ms. Murren will be arranged by the child's advisor to again discuss the three program choices so that parents can make informed decisions regarding their child's education. All placement records will be filed. Mr. Wierzbowski (ELL testing administrator), Mr. Franco (Spanish teacher) and Ms. Gelfman (ELL teacher) will maintain all entitlement records and placement letter records. Comprehensive Parent Outreach will include ongoing contact with parents (with an interpreter available to speak in their native language) to ensure that parents are happy with the program selection. All translated materials and resources will be sent home through advisory teachers. KECSS will use the advisory teacher to provide ongoing communication regarding the child's academic and social progress in an effort to promote parental involvement and build trusting relationships with their child's advisor to further ensure that KECSS is a welcoming school that acknowledges our parents as valuable members of our community.

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.

The testing coordinator orders the exams and they are stored and kept locked in a secure place. The ESL teacher and another teacher plan a schedule to administer the three portions of the exams according to the schedule that the state indicates in the instructional guide. All rules and date are followed, as it is a secure test. We also follow all the guidelines in the NYC assessment testing memo.

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. 

KECSS opened in the 2006 school year and the trend in program choices that parents have requested is the Freestanding ESL. In school year 2006-2007 four out of four ELL students participated in the Freestanding ESL program, in 2007-2008, eight out of eight students participated in the Freestanding ESL program, in 2008-2009, fourteen out of fourteen students participated in the Freestanding ESL program and currently in the school year 2009-2010, nine out of nine students participate in the Freestanding ESL program. In 2011 thirteen out of thirteen students participate in the Freestanding ESL program.

In 2013-2014, 14 students are participating in the Freestanding ESL program. As an Early College School, our ELL parents have expressed concerns about their children keeping up with the regular school curriculum as well as the added academic demands of an Early College School. As a result, all parents since the opening of our school have expressed the importance that their child be instructed in the English language and given pull-out instruction in a small ESL group setting. Parents indicated that the Freestanding

ELL program would best meet the needs of their child and provide the most support for their child.

## 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. The organizational model used in KECSS is a Pull Out model.
    - b. The program model is ungraded; the seven students in the ESL program are serviced simultaneously. 87.5% of students in grades 6-8 (7/8) and (1/8) is currently enrolled in high school. Since 87.5% of them have advanced proficiency levels they are serviced in an ungraded classroom. The student with the proficiency levels of beginner receives three additional hours of ESL instruction as per state mandates.
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)?

Instructional minutes for the ELL program are incorporated into the weekly students' schedule as well as the weekly teacher's

schedule; ELL instruction takes place 6 hours per week. Students with advanced proficiency levels and require a minimum of 3 hours per week, while students with intermediate or advanced proficiency levels receive a minimum of 6 hours of instructional time each week.

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.

As a free standing ELL pull out program content specific instruction is not provided in this setting. The curriculum used in the ELL classroom focuses on student learning in the areas of reading, writing, listening and speaking. Within each content classroom teachers provide instructional and curricula supports to facilitate student learning.

#### English Language Arts

At KECSS the focus of the English Language Arts curriculum is the development of student interest in literature as well as their ability to understand, appreciate, and analyze a multitude of texts. To achieve this goal, students will read numerous pieces of literature, in multiple genres such as non-fiction, poetry, drama, and contemporary young adult fiction. Students will learn strategies to independently evaluate and respond to text. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars and Hot Seats, and complete a number of independent and collaborative projects. Additional independent courses of study will be offered for students identified for enrichment.

#### Mathematics

At KECSS mathematics courses are designed to assist students see and understand math as an integral and fascinating part of life. Our goal is to create a math environment where students are empowered to explore the many possibilities of problem solving. The mathematics curriculum has been created to ensure exposure to and mastery of numeration concepts, algebra, geometry, measurement and statistics and probability. Students will be afforded the opportunity to utilize manipulatives to construct, comprehend and analyze mathematical theory. They will also learn to verbalize, justify and present their arithmetic cognition, through journal writing and Socratic Seminars.

#### Science

The science program at KECSS is designed to make sure that all students including ELLs achieve mastery in the sciences. Curricula material is delivered using a combination of lecture and laboratory course work. To support and encourage the ELL student, reading and writing scaffolding techniques are used. The teachers also ensure student achievement with the use of active learning strategies, hands on experimentation, group work and discussions. Students are encouraged to use their listening, speaking, reading and writing skills to demonstrate their comprehension of the material being taught in class.

#### Social Studies

The Social Studies courses at KECSS are created to assist students as they explore the history of the United States as well as the world. To ensure that they internalize concepts such as: US expansion, imperialism, industry growth and government policies ELL students will participate in activities such as role plays, timelines, writing and the creation of scripts, all of which are designed to enable them to fully grasp the concept of life at different times in history. Students will also read books which have taken place during specific time periods, and which will help them further understand the time period they are studying. Socratic Seminars will facilitate higher order thinking skills, while allowing the development of listening, speaking, reading and writing.

In order to provide content and native language support to ESL students the ESL teacher pushes into the ELA and Writing classes. During this push in program, the teacher works with students individually or in groups to help scaffold activities and provide strategies that help students strengthen reading, writing and listening skills.

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

At KECSS our ELL program is a free standing program focused on the development of reading, writing, listening and speaking in English. Students are not evaluated in their native language. All assessments are administered in English. Ms. Kaplan, or Mr. Frano (Spanish instructor) will administer the Spanish LAB to students who do not pass the LAB-R.

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

The ELL teacher creates lessons that incorporate the four modalities. We also have test preparation for NYSESLAT that addresses the four modalities exclusively. The teacher uses a CD player for children to practice listening exercises. In addition we have materials for speaking, listening, reading and writing. The ELL teacher works to strengthen all four modalities in all of her instruction.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At KECSS differentiation of instruction for the ELL population is not based on years of ELL service but rather on NYSELAT proficiency levels as well as academic data obtained from New York State Content assessments. To address the individual needs of all students in the ESL classroom the teacher focuses on the individual student's content knowledge. The Inquiry Team has analyzed the academic data for all ELL students in order to determine their areas of strength and deficiency. According to data collected, these students are proficient in reading for information and understanding, while they struggle with literary response and expression. To address this issue the students have been placed in book club designed to help them use content clues to find the meaning of unknown words and understand how the structure of a passage aides in comprehension. The use of active learning strategies such as, games, skits, songs, partner interviews and structured conversation with classmates provides a low stress educational environment where the SIFE student can feel academically and socially successful

- a. Describe your instructional plan for SIFE

The student designated SIFE are currently enrolled in an after-school literacy program designed to improve reading comprehension skills. He also receives daily in-class support and tutoring in his ELA classes and Math classes.

- b. Describe your plan for ELLs in US Schools' less than three years (newcomers).

Additionally because NCLB now requires ELA testing for ELL's after one year, specify your plan for these ELL's

Students who are in school less than three years are currently enrolled in an after-school literacy program designed to improve reading comprehension skills. They receive push in and pull out services. The ESL teacher pushes into their ELA and writing classes to provide support with reading, writing and listening. They also are pulled out during the AIS period to develop the skills necessary to pass the NYSELAT.

- c. Describe your plan for ELLs receiving service 4-6 years

Students who are in school for 4 – 6 years are currently enrolled in an after-school literacy program designed to improve reading comprehension skills. They receive push in and pull out services. The ESL teacher pushes into their ELA and writing classes to provide support with reading, writing and listening. They also are pulled out during the AIS period to develop the skills necessary to pass the NYSELAT

- d. Describe your plan for long term ELLs (completed 6 years)

Students who are long team ELLs are currently enrolled in an after-school literacy program designed to improve reading comprehension skills. They receive push in and pull out services. The ESL teacher pushes into their ELA and writing classes to provide support with reading, writing and listening. They also are pulled out during the AIS period to develop the skills necessary to pass the NYSELAT

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?

- Teachers have been using appropriately leveled texts to make curriculum content and skills accessible to all learners especially SWDs. Individual student interaction with these leveled texts is supplemented by guided readings conducted by the teacher with more challenging, instructional level texts.
- Students continuously engage in a structured independent reading program both inside the classroom and at home to help them practice and develop fluency, vocabulary, and reading comprehension skills.
- Students are also provided with differentiated tasks and assignments, such as Venn diagrams, graphic organizers, and revised task prompts, which are designed to help scaffold abstract concepts for struggling students.

- Teachers use ongoing formative assessments, such as exit slips, homework assignments, and individual/small-group conferences to help track areas of growth and areas still in need of support. During these conferences, teachers and students outline individualized goals and action plans aligned to their IEPs to help ensure student success of SWDs. IEPs are reviewed annually to ensure that all ELL-SWDs are receiving the appropriate program as outlined in their IEPs. No ELL-SWDs have IEPs that mandates bilingual instruction.

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

- In order to address the needs of ELL-SWDs while ensuring that they are in the least restrictive environment, students will participate in ELL instruction afterschool designed to increase reading, writing, listening and speaking twice per week. They are also scheduled for ELL instruction using a pull out method one period twice per week. All ELL students will be placed the least restrictive environment that fulfills their needs as outlined by their IEPs
- Students who did not meet proficiency on the 2013 NYS ELA examination have been participating in the Achieve 3000 Reading program after their regularly scheduled classes twice a week and on Fridays. This program focuses on the development of vocabulary, comprehension skills, and appreciation for literature.

### Courses Taught in Languages Other than English ⓘ

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

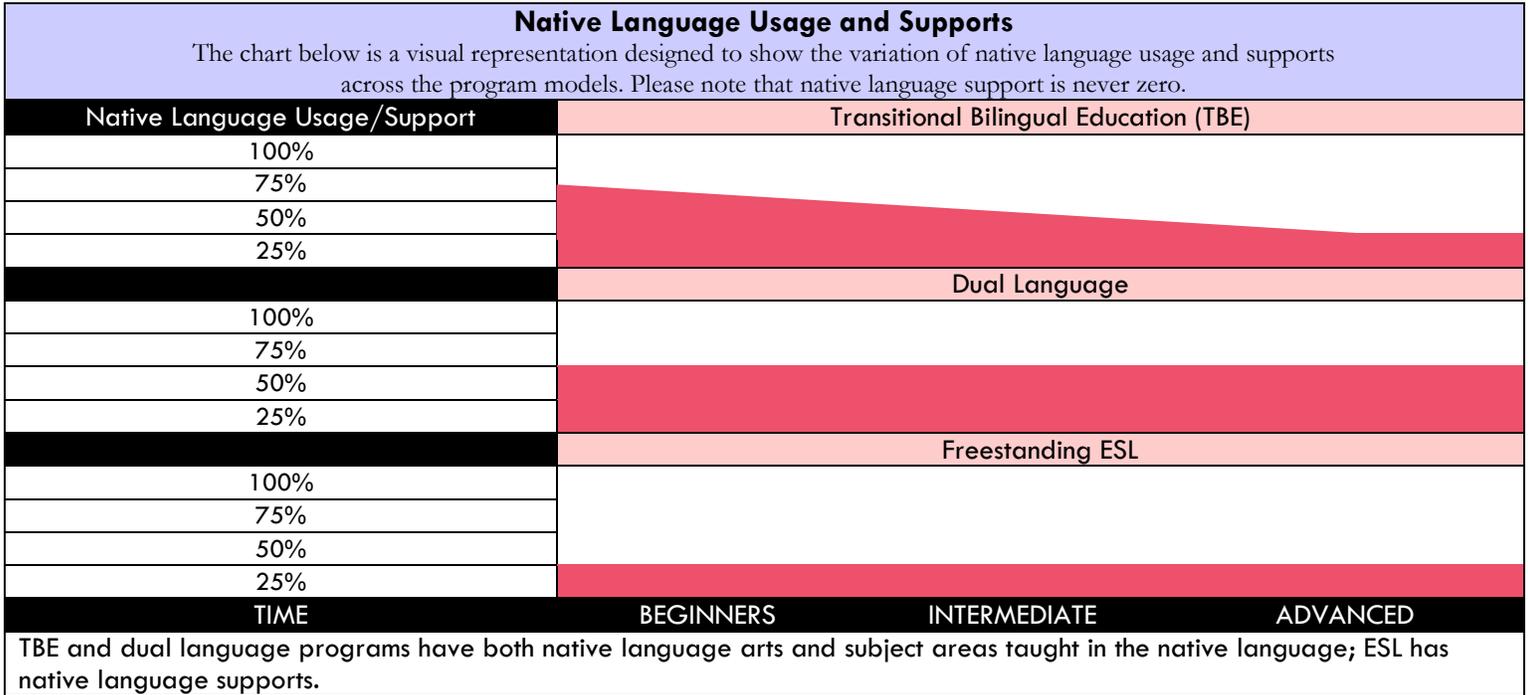
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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.

In all content classes teachers and students monitor the benchmarks that students have mastered for each unit using a benchmarking/learning goal template. Students who have not mastered the benchmarks or standards of the curriculum will set goals and action plans with the teacher to ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out the curriculum and given enrichment activities that utilize more advanced concepts.

### English Language Arts

Three hours each Friday has been dedicated to ELA academic intervention for students. Student data is analyzed by the Inquiry team and each child is assigned to remediation or acceleration program depending on his/her strengths and weaknesses. Students also receive one to one or small group tutoring in afterschool reading programs. The programs currently used by KECSS include: Book Clubs, REWARDS, MCI and Ramp-Up.

### Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

### Science

Science academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

### Social Studies

Social Studies academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

When necessary native language intervention/instruction is provided by Mr. Franco, Ms. Gelfman or language paraprofessionals.

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

Our program has proved to be effective since approximately half of our ELL's from last year are advanced this year. The ELL teacher prepares specific materials and differentiates instruction to improve the specific weakness of the students. Instruction is aligned with age, grade and content area for the grade and the child.

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

For the upcoming school year we have instituted a push in model to accompany the pull out model used in previous years. We have put this plan into place to ensure ELLs and ELL-SWDs receive as much support as possible to attain proficiency.

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

We will amend and increase support, no ELL services will be discontinued.

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

ELLs are afforded equal access to all school programs. The after school programs include; the Achieve 3000 online comprehension program, non-fiction reading, content tutoring in the areas of mathematics, science and social studies. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the school day. The goal of these programs is to help ELL students develop the skills necessary to ensure attain proficiency on the NYSELAT and in content classes.

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

In order to provide engaging instruction that appeals to the learning styles of all students including English Language Learners, teachers at KECSS use a variety of instructional materials including text books, articles, traditional blackboards, SMART Boards, laptop/desktop computers, LCD projectors, Audio Labs, TVs, DVDs, overhead projectors and manipulatives.

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

In the ELL classroom the goal is to assist students develop proficiency in academic classes taught in English. The native language is not an "official" part of an ELL classroom but is often used when possible to support the learning of English and of academic content in English. To ensure that English is learnt as quickly as possible it sense to use English exclusively in the classroom. The native language might be used to support academic content learning, but English could be used exclusively, or almost exclusively, for English language learning.

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

The curriculum that is currently in use by the ESL teacher is not age or grade specific. The program that we use an ungraded model and is designed to address the needs of the students in the program. The services and support that they receive is based on their proficiency levels as evidenced by the NYSELAT. The materials are differentiated by level not by grade and are teacher created.

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.

At KECSS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relives some of the stress ELL students feel when entering to a new school.

18. What language electives are offered to ELLs?

Because we are a small school we are not able to offer many language electives. Spanish is offered to ELL students in the 8th and 9th grade.

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.

Paste response to questions 1-3 here

Provide a description of the Professional Development plan for all personnel who work with ELLs

1. ELL teachers, guidance counselors, paraprofessionals and the assistant principal have attended or will attend city-wide professional development on ELL initiatives, mandates and instructional strategies. This year teachers who work with ELL students attended PD focused on reading for ELLs

2. All content teachers as well as Special Education and ELL teachers received PD focused on providing decoding, fluency and Comprehension to ELLs and struggling readers. The teachers have also been trained in Wilson, Great Leaps, Rewards and Corrective Reading. These programs provide instructors with strategies to use in the ELL classroom to develop reading and writing skills

3. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding literacy, language and reading strategies to help work with our students

Personnel who were unable to attend these workshops will receive training and support from staff members who attended these professional development sessions

Provide a description of the support you provide staff to assist ELLs as they transition from one school level to another

Teachers will receive professional development designed to help them facilitate the summer bridge programs for incoming 6th graders. Teachers learn to facilitate team building activities and run workshops for incoming students. Since our school is a 6-12 we do not provide our teachers with professional development designed to help students transition into high school

To support our staff as they assist ELLs transition we provide professional development

At KECSS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relieves some of the stress ELL students feel when entering to a new school.

Students who have reached proficiency as evidenced by the NYSELAT will continue to receive transitional support within all academic and non-academic classes. Teachers will:

- Utilize student prior knowledge to build new learning
- Continue to employ a variety of instructional methods in order to help them access and understand information in different contexts
- Confer with these newly transitioned students regularly to discuss their academic and social progress and help them set goals and identify action plans they can use to achieve their objectives.

A description of the minimum 7.5 of ELL training for all staff and how records are maintained of meeting the requirements

The UFT Teacher Center Specialist provides hour long professional development sessions on Wednesday afternoons for all teachers who are responsible for ELL instruction. The content of these professional development sessions focus on the implementation of literacy strategies within the ELL classroom. Records are maintained by the UFT Teacher Center Specialist in the form of agendas and sign-in sheets.



## 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. In an effort to implement the Title I, Part A parental involvement requirements, KECSS where possible will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand. We will also make student grades available to parents to monitor on a daily basis via the school-wide grading system 'jupitergrades'. Parents can request grade reports be translated into their native language. Parents can also make appointments to meet with teachers during scheduled parent/teacher conference days or request alternative conference times. Department of Education translation services are available for parents who's primary language is not English. The school will also involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend. KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

2. Specification of partnerships with other agencies or CBOs to provide workshops or services to ELL parents  
KECSS and the other schools in the Lafayette Educational Complex, are working with 21st Century Grant to provide tutoring services on Saturday for all students (ELLs and former ELLs) preparing for Regents examinations.

3. Provide an explanation of how you evaluate the needs of the needs of the parents

To evaluate the needs of the parents the parent coordinator sends home a survey that asks parents to specify the workshops and programs in which they maybe interested in participating. The DOE provides translation services so that all surveys can be translated in the native language of the parents.

4. A description of your parental involvement activities and how they address the needs of the parents

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

- Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers
- Parents will also be interviewed as part of the Quality Review and parents will be surveyed. Their responses will be instrumental in the provision of services and programs
- Parent workshops on curriculum and assessments will be provided so as to inform parents about the statewide methods of student evaluation
- A monthly newsletter will be issued by the Parent Coordinator to help parents keep aware about information specific to our school. This newsletter will be translated into requested languages to ensure that all parents including the parents of ELL students can remain abreast of this information.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>KECSS</u>		School DBN: <u>21K468</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Connie Hamilton	Principal		11/8/13
Tracee Murren	Assistant Principal		11/8/13
Genevieve Mercaldo	Parent Coordinator		11/8/13
Sandra Gelfman	ESL Teacher		11/8/13
Cecile Iacono	Parent		11/8/13
Ralph Franco/Spanish	Teacher/Subject Area		11/8/13
	Teacher/Subject Area		
Elizabeth Rogoff	Coach		11/8/13
	Coach		
Nicolette Apap	Guidance Counselor		11/8/13
	Network Leader		
Sarah Kaplan	Other <u>Assistant Principal</u>		11/8/13
Natasha Delbe	Other <u>Assistant Principal</u>		11/8/13
	Other _____		
	Other _____		

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

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

DBN: 21k468 School Name: Kingsborough Early College

Cluster: 521 Network: CUNY

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

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

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

KECSS uses the information provided by families on the Home Language Survey to determine what translations are necessary. Currently we translate our communication into Russian, Mandarin, and Spanish using DOE resources and parent volunteers.

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.

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT, and PTA.

## Part B: Strategies and Activities

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

KECSS has found that our school community requires translation into Russian, Urdu, Mandarin, and Spanish. These findings are reported to our community during staff meetings, SLT and PTA.

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.

KECSS utilizes DOE translators, parent volunteers, and staff members to provide oral translation.

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>.

KECSS' Parent Coordinator distributes the Parents Bill of Rights in multiple languages to families to ensure they are informed of their right to translation and interpretation services. All important notices translated during Open House information session and orientation meetings.