

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

23K518

School Name:

KNOWLEDGE AND POWER PREPARATORY ACADEMY V (KAPPA V)

Principal:

THOMAS MULLIN

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Public School Number (DBN): 23K518
School Type: Middle School Grades Served: 6, 7, 8
School Address: 985 Rockaway Avenue, Brooklyn, NY 11212
Phone Number: 718-922-4690 Fax: 718-922-5053
School Contact Person: Thomas Mullin Email Address: tmullin@schools.nyc.gov
Principal: Thomas Mullin
UFT Chapter Leader: Adriana O'Hagan
Parents' Association President: Nicole Hunter
SLT Chairperson: Kathryn Wierzbowski
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere de Govia
Superintendent's Office Address: 1665 St Marks Place, Brooklyn, NY 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718-240-3577 Fax: 718-385-3768

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaherakis
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|---|-------------------------|
| Thomas Mullin | *Principal or Designee | |
| Adriana O'Hagan | *UFT Chapter Leader or Designee | |
| Nicole Hunter | *PA/PTA President or Designated Co-President | |
| Erica Taylor | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Joycynth Shaw | Member/ Teacher | |
| Kathryn Wierzbowski | Member/ Teacher] | |
| Christopher Norton | Member/ Parent | |
| Audrey Ellington | Member/ Parent | |
| Dionne Lee | Member/ Parent | |
| Simone Elcock | Member/ Parent | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---|--|
| <ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. | |
| <ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. | |
| <ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. | |
| <ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. | |
| <ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. | |
| <ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and | |

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

We foster a nurturing learning environment that supports challenges and raises expectations for youth in Brooklyn. We provide a rigorous, accelerated program that prepares our students for high school, college and life beyond. Students receive 90 minutes of Humanities (ELA & Social Studies combined) instruction each day, including independent reading. All students are required to read a minimum of 10 novels by the end of the school year.

KAPPA V students also receive Math instruction each day. Our math program includes the use of manipulatives, charts, and student to student discussions to increase critical thinking skills.

All students receive social studies, science and foreign language instruction (Spanish). This helps our students to effectively compete for placement in independent and specialized high schools.

Students also receive Physical Education, Art, and Technology. Cultural/social activities that increase experiential knowledge for students are inherent components of our program as well as college trips and educational trips. Our extended day program runs from January to April, for two hours after school, two days a week and on Saturdays for three hours. This helps students prepare for the ELA, Science and Math state exams. Academically challenged students will receive small group tutoring throughout the school year as well as remediation in english language arts and mathematics on scheduled Saturdays and during extended day hours (December-April).

Our Mission is as follows: To provide a safe, caring and nurturing environment with a rigorous, accelerated learning program. This is a school where students will have opportunities to build character and develop independent thinking skills. Our parents and the community play an active role in helping to shape our students' academic growth. KAPPA V is a place where students will become positive role models and leaders who will have a positive impact on their community by:

- becoming accountable and responsible adults,
- becoming respectful and responsible students and
- becoming financially independent and competitive.

Our Instructional Focus is:

Student to student discussion – Students will engage in high-quality discussions, exemplified by students responding to each other's thoughts and substantiating his/her ideas with evidence.

Initiatives in place for 2014-15 school year at KAPPA V:

- **Pricewaterhouse Coopers (PwC) 5 year financial literacy program** entitled "Earn Your Future" grant begun in May 2013. Volunteers from PwC come to KAPPA V every other month for a 2 day series of seminars on financial planning. Each class meets with PwC volunteers on a 3 students to 1 PwC volunteer ratio.
- **MSQI (Cohort 3) 5 Year Middle School Quality Initiative** – Beginning in the 2013-14 school year, a 3 year grant program that is centered on working with the 'Word Generation Curriculum'. This will increase the vocabulary of the 6th graders this year, 6th & 7th, 2015-16 will be 6, 7 & 8th graders. This program also provides funding for a KAPPA V Coordinator to administer the program. As a result, an MSQI debate team has been formed that has already begun competing with other schools.
- **TIF – 5 Year Teacher Incentive Fund** This grant provides funding to have 2 Peer Instructional Coaches and a Demonstration teacher. Additionally, the program provides an lead TIF individual to build on the teachers understanding of the Danielson Framework for Teaching and collaborate with them through classroom visits, conversations and professional Development.
- **City Parks Foundation Education Department – Learning Gardens Science Grant**. This 3 year grant provides for our 6th graders an opportunity to grow plants in their class garden at the Brownsville Recreation Center. Along with our science teacher, an instructor, provided by the foundation, will teach the science behind growing food,

soil, atmosphere, etc. This is a 'hands in the dirt' project.

- **STEM Science Grant** - \$52,000 for a mobile science lab grant given by Marty Markowitz to KAPPA V. We have a STEM science teacher on staff who is making great use of the new lab. We are trying a new science pilot – There must be at least 1 'Hands-in-the-Dirt' science experiment each week.
- **Matching Charter School Funds** – A new state-of-the-art technology lab that houses a smart board, a teacher station and 30 student stations has been built out of 2 former offices. New Apple computers are installed at individual stations around the room.
- **Free Vision and Hearing Tests for Students**- We have an agreement with the UFT & Brookdale Hospital to give our students free vision and hearing exams towards the beginning of February 2015.
- **Spirit Day** – October 4th at the Brownsville Recreation center. Also, another Spirit Day in the spring. Just a day of fun.
- **Engrade Pro** – Engrade is a software product that allows teachers to communicate with parents regarding their students' performance, e.g. exam scores, missing homework, request for a meeting, etc. All teachers are on Engrade Pro and a PD was offered to Parents/Guardians on October 3rd.
- **Math Night** – The first Monday night of the month, parents are invited to come to school at 5:00PM for a 1 hour overview of the topics for the upcoming month in math.
- **Boys – 2 – Men** – We have started a small movement of local/KAPPA V men to mentor some number of KAPPA V boys who need the friendship, support and direction that only a male figure can give them. We are still in the process of making the concept a reality but hope to have it up and running by 2015. We have recognized a great need in our young men to see life just a little clearer, and to set some realistic goals and plans to make some positive things happen in their lives.

Our overall strength lies in our experienced teaching staff. Our teachers average 15+ years of experience. Their instructional practices provide students with multiple entry points into the curriculum so that all students can demonstrate high level of thinking. After years of pushing our students and achieving high student growth percentages, we leveled off last year. Our challenge this year is to rededicate ourselves to making the changes necessary to push our students to new academic heights.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- Our growth scores, as recorded in our snapshot: only 9% and 11% of students scored a 3 or 4 in ELA and math respectively.
- Additionally, we need to adapt a new mathematics curriculum which would allow our students to correctly identify the series of steps necessary to complete the mathematical problems.
- We need to increase our students’ vocabulary so we are rolling the MSQI curriculum into all academic areas, including math, thus providing more immersion and support in learning the domain specific vocabulary words.

Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework.
- We also have motivated students who are prepared to work hard towards their goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes as measured in an increase in students performing at levels 3 and 4 from 11% to 16% in mathematics as evidenced in the NYS Standardized Math test.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| The research-based instructional programs will include: <ul style="list-style-type: none"> • GoMath • CMP3 Professional development will be provided on the following: | Whole class, SWD’s and ELL, small groups (push- | September 2014 - June 2015 | Assistant Principal for all students including ELL and SWDs, PIC/CFN Instructional |

| | | | |
|--|--|-----------------------------------|---|
| <ul style="list-style-type: none"> • GoMath • Scaffolding techniques • Multiple Entry Points • Questioning and Discussion • Formative Assessments <p>Network and external experts will facilitate professional development sessions for all staff members on:</p> <ul style="list-style-type: none"> • how to most effectively teach the rigorous math units; • use of rubrics with the language of the standards to provide specific feedback to students regarding their work; • use of student data to plan and set goals; <p>Teams of teachers will: use case studies and data to inform planning and instruction.</p> | <p>ins/pull-outs) during the instructional day.</p> | | <p>Specialists, Math teachers and Data Specialist.</p> |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) will be:</p> <ul style="list-style-type: none"> • AIS – Modifying the work by breaking it into smaller pieces. • Small group tutoring – use of diagrams, graphics and pictures. • Push-in/pull-out program – using graphic organizers to help breakdown information. • ELL – adapt techniques according to content (hands-on activities, semantic webbing, maps, etc.) • Revise curriculum scaffold techniques to allow access for all. | <p>SWD’s and ELL, small groups (push-ins/pull-outs) during the instructional day; as well as during extended day (PM), and Saturday Academy.</p> | <p>September 2014 - June 2015</p> | <p>Assistant Principal for all students including ELL and SWDs, PIC/CFN Instructional Specialists, DT, Math teachers, SWD Teachers, Guidance Counselor and Data Specialist.</p> |
| <p>Strategies to increase parent involvement and engagement will be:</p> <ul style="list-style-type: none"> • A parent workshop to introduce them to ARIS Parent Link and how it can be used to assist in strengthening their child’s math skills. • A parent workshop to introduce parents to ENGRADE PRO, a tool whereby teachers post course description, learning goals, results of class assessments, homework, and projects. • To creating a safe, positive and nurturing environment whereby their child’s self-esteem and enjoyment level of math increase throughout the year. • To provide student progress reports to parents. • To conduct Math night the first Monday of the month to bring Parents up-to-date with the topics and methodologies used in the math class over the next 30 days. • To collaborate with the School Leadership Team. • To hold monthly PTA meetings. • To have four parent/teacher conferences over the course of the year. | <p>SLT, PTA and parent teacher conferences along with Engrade</p> | <p>September 2014 - June 2015</p> | <p>Principal, Assistant Principal, Math teachers and Data Specialist</p> |
| <p>Trust is built on transparency and feeling that you are a part of something and have a say in it. All participating teachers and parents will feel part of the decision making process and share in the process</p> | <p>Parents, teachers, Students</p> | <p>September 2014 – June 2015</p> | <p>Principal, Assistant Principal, TIF Personnel, CFN,</p> |

| | | | |
|---|------------|--|----------|
| to improve the questioning and discussion techniques used in the classroom by attending: <ul style="list-style-type: none"> Professional Learning Opportunities PTA Meetings SLT Meetings Workshops Attending Math Night | and staff. | | teachers |
|---|------------|--|----------|

Part 4 – Resources Needed

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|---|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> Principal Assistant Principal Peer Instructional Coaches (PICs), CFN ARIS Demonstration Teachers Network support personnel Substitute teachers for possible coverages. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|---|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

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|--|---|-----|--|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015, There will be a 2% increase in the number of students scoring at a proficiency level in mathematics as evidenced in the mid-year benchmark test. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- Increase our growth scores, as recorded in our snapshot: only 9% and 11% of students scored a 3 or 4 in ELA and math respectively.
- Increasing student thinking and discussion practices will improve student achievement.
- Rich student to student discussions which will strengthen the students’ ability to think independently and support their opinions.
- To increase our students’ vocabulary we are rolling the MSQI curriculum into all academic areas, including math and science, thus providing more backup and support in learning the domain specific vocabulary words.

Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework. Specifically, Danielson Component 3b: Using Questioning and Discussion Techniques.
- We also have motivated students who are prepared to work hard towards their goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, the use of higher order questions to increase student thinking and high-quality discussion as measured by Charlotte Danielson’s Framework for Teaching will be evident by a 15% increase of effective and highly effective teachers in domain 3b in Advance.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| During our on-going professional Learning on Monday afternoons: <ul style="list-style-type: none"> • A portion of which will be devoted to 3b: Using Questioning and Discussion Techniques and to 1e: Designing Coherent Instruction, which we feel is important to the overall success of implementing 3b in the classroom. | All teachers | October 2014 – June 2015 | Principal, Assistant Principal, TIF Personnel, CFN |

| | | | |
|---|----------------------|----------------------------|---|
| <ul style="list-style-type: none"> • Our Peer Instructional Coaches (PICs) will focus on this during their visits into classrooms and subsequent meeting with teachers. • In addition, our Demonstration Teacher (DT) will model these techniques for teachers. | | | |
| <p>In classes, ELL and SWD will be paired up with stronger students to increase comprehension. Additionally, ELL and Special Ed teachers will incorporate the strategies from the PLOs in:</p> <ul style="list-style-type: none"> • AIS – Modifying the work by breaking it into smaller pieces. • Small group tutoring – use of diagrams, graphics and pictures. • Push-in/pull-out program – using graphic organizers to help breakdown information. • ELL – using close exercises to aid in comprehension. • Revise curriculum using scaffold techniques to allow access for all. | All teachers | September 2014 – June 2015 | Peer Instructional Coaches/ Administration, CFN |
| <p>We have invited parents to join us during our professional learning times. This will bring them up-to-date with our changes in teaching strategies for the Danielson Framework - 3b: Using Questioning and Discussion Techniques and 1e: Designing Coherent Instruction. It will illustrate why student to student conversations do more to enhance thinking than teacher to student.</p> | Parents | September 2014 – June 2015 | Principal, Assistant Principal |
| <p>Trust is built on transparency, feeling that you are a part of something and having a say in it. All participating teachers and parents will feel part of the decision making process and share in the process to improve the questioning and discussion techniques used in the classroom by attending:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • PTA Meetings • SLT Meetings <p>Workshops</p> | Parents and teachers | September 2014 – June 2015 | Principal, Assistant Principal, PICs |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principal,
- Two Peer Instructional Coaches (PICs),
- ARIS,
- Demonstration Teacher,
- CFN,
- Coverages, if needed.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------|--|------------------|---|---------------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be an 8% increase in the number of teachers with effective or highly effective in 3b: Using Questioning and Discussion Techniques as evidenced in Advance.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- Increase our growth scores, as recorded in our snapshot: only 9% and 11% of students scored a 3 or 4 in ELA and math respectively.
- Increasing student thinking and discussion practices will improve student achievement.
- To more fully engage students in learning
- To increase our students’ vocabulary we are rolling the MSQI curriculum into all academic areas, including math and science, thus providing more backup and support in learning the domain specific vocabulary words.

Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework. Specifically, Danielson Component 3c: Engaging Students in Learning.
- We also have terrific students who are motivated to work hard towards their goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All collaborative teacher teams will participate in professional learning opportunities to improve student engagement as measured by a 20% increase of effective and highly effective teachers in domain 3c, as evidenced in Advance.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Student engagement is our second 2014-15 Instructional Focus. Students learn while being engaged in the lesson by: <ul style="list-style-type: none"> • During our on-going professional learning opportunities (PLOs) on Monday afternoons a portion of which will be devoted to 3c: Engaging Students in Learning. • Our Peer Instructional Coaches (PICs) and Demonstration | All Teachers | September 2014- June 2015 | Principal, Assistant Principal, TIF Personnel, CFN |

| | | | |
|--|--|----------------------------|--|
| <p>Teacher will focus on this during their visits into classroom and subsequent meeting with teachers.</p> <ul style="list-style-type: none"> • During our on-going professional learning on Monday afternoons a portion of which will also be devoted to 1e: Designing Coherent Instruction, which we feel is important to the overall success of implementing 3c in the classroom. | | | |
| <p>In classes, ELL and SWD will be paired up with stronger students to increase comprehension. Additionally, ELL and Special Ed teachers will incorporate the strategies from the PLOs in:</p> <ul style="list-style-type: none"> • AIS – Modifying the work by breaking it into smaller pieces • Small group tutoring – use of diagrams, graphics and pictures. • Push-in/pull-out program – using reward systems/praising and graphic organizers to help breakdown information • Revise curriculum using scaffold techniques to allow access for all. • ELL – Provide Sentence starters to help with communication skills | Teachers, including SWD and ELL teachers | September 2014- June 2015 | Principal, Assistant Principal, TIF Personnel, CFN |
| <p>We have invited parents to join us during our professional learning times. This will bring them up-to-date with our changes in teaching strategies for the Danielson Framework 3b – using questioning and discussion techniques- 3c: Engaging Students in Learning and 1e: Designing Coherent Instruction as well as other parts of the Danielson Framework. It will illustrate why planning student to student discussions and planning engaging lessons do more to enhance thinking than teacher centered lessons.</p> | Parents | September 2014 – June 2015 | Principal, Assistant Principal, TIF Personnel, CFN |
| <p>Trust is built on transparency, feeling that you are a part of something and having a say in it. All participating teachers and parents will feel part of the decision making process and share in the process to improve the questioning and discussion techniques used in the classroom by attending:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • PTA Meetings • SLT Meetings • Workshops | Parents and teachers | September 2014 – June 2015 | Principal, Assistant Principal |

Part 4 – Resources Needed

| |
|---|
| <p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Principal, • Assistant Principal, • 2 Peer Instructional Coaches (PICs), • ARIS, • Demonstration Teacher, • coverages if needed. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|---|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 5% increase in the number of teachers with effective or highly effective in 3c, as evidenced in Advanced.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- Increase our growth scores, as recorded in our snapshot: only 9% and 11% of students scored a 3 or 4 in ELA and math respectively.
- Professional learning opportunities that directly relate to areas noted in our teacher observations
- To increase our students’ vocabulary we are rolling the MSQI curriculum into all academic areas, including math and science, thus providing more backup and support in learning the domain specific vocabulary words.

Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework. Specifically, Danielson Component 3c: Engaging Students in Learning.
- We also have terrific students who are motivated to work hard towards their goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in 90% of teachers rating effective and highly effective.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | | | |
| <ul style="list-style-type: none"> • A minimum of 4 informal or 1 formal and 3 informal observations will be conducted for each teacher. • Each observation will identify areas for improvement, | All teachers | September 2014 – June 2015 | School Administration |

| | | | |
|---|----------------------|----------------------------|---|
| <p>where applicable.</p> <ul style="list-style-type: none"> • Each week the administrative team will review the areas for improvement and look for patterns that can be addressed in the professional learning sessions each Monday afternoon. • Working with the PICs and the DT, the administration will highlight the Danielson areas needing improvement with the teachers, in general, during their classroom visits. • They will specifically watch the lessons and make suggestions to the teachers of steps for improvement. | | | |
| <p>In classes, ELL and SWD will be paired up with stronger students to increase comprehension. Additionally, ELL and Special Ed teachers will incorporate the strategies from the PLOs such as:</p> <ul style="list-style-type: none"> • AIS – Modifying the work by breaking it into smaller pieces • Small group tutoring – use of diagrams, graphics and pictures. • Push-in/pull-out program – using reward systems/praising and graphic organizers to help breakdown information • Revise curriculum using scaffold techniques to allow access for all. • ELL – Provide Sentence starters to help with communication skills | All teachers/parents | September 2014 – June 2015 | School Administration, special ed teachers, ELL teachers, PICs and DT |
| <p>We have invited parents to join us during our professional learning times, and bring them up-to-date with our changes in teaching strategies for the Danielson Framework, such as:</p> <ul style="list-style-type: none"> • 3b – using questioning and discussion techniques- • 3c: Engaging Students in Learning and • 1e: Designing Coherent Instruction as well as other parts of the Danielson Framework. • It will illustrate why planning student to student discussions and planning engaging lessons do more to enhance thinking than teacher centered lessons. | All teachers/parents | September 2014 – June 2015 | School Administration, PTA Executive Board |
| <p>Trust is built on transparency, feeling that you are a part of something and having a say in it. All participating teachers and parents will feel part of the decision making process and share in the process to improve the questioning and discussion techniques used in the classroom by attending:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • PTA Meetings • SLT Meetings • Workshops | All teachers/parents | September 2014 – June 2015 | School Administration |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal,
- Assistant Principal,
- 2 Peer Instructional Coaches (PICs),
- Demonstration Teacher,
- coverages if needed.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|---|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|---|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

At the end of January 2015, we will examine the overall data from Advance to identify staff that needs improvement. If necessary, we will develop, together with the teacher, an action plan to be sure they achieve an effective or highly effective as a final rating for observations. By February 2015, 90% of professional learning topics will be aligned to the results of observations in Advance.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Needs:

- There were times last year that the PTA meetings could not reach a forum. Therefore, nothing could be voted or acted on during the meeting.
- Fundraising was at an all-time low last year.

Strengths:

- Our PTA President is more involved in having relevant and interesting topics for parents during meetings and workshops.
- We are working together to begin fundraising activities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, in order to increase community awareness, we will have a 10% increase in parental involvement activities as evidenced by attendance sheets and agendas from Workshops, parent-teacher conferences, online parent services and PTA Meetings.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| We will work with families to serve the best interests of their children: <ul style="list-style-type: none"> • Teachers will send students home with a hard copy progress reports to review with parents. • Parents will be introduced to ENGRADE where teachers will post course descriptions, learning goals, homework | Parents of all KAPPA V students | September 2104 through June 2015 | Parent coordinator, Community Associate, Administrative staff and teachers |

| | | | |
|---|--|---|--|
| <p>assignments and projects.</p> <ul style="list-style-type: none"> • Teachers will consistently update parents on meeting academic projects/homework deadline through the use of ENGRADE. • Parents will be introduced to ARIS Parent Link. • Parents will be invited to many events planned by the school and the parents themselves: <ul style="list-style-type: none"> ○ Cornell Wellness Center Nutrition series; ○ Multi-Cultural Night; ○ CCLS Overview; ○ Study Skills; ○ Stress Management and others • Our Parent Coordinator will provide materials and services to help parents work with their children on completing the events. • Monday is Math Night! For parents to see what’s coming up this month in the students’ math class | | | |
| <p>Parents of SWD and or ELL will receive additional workshops in:</p> <ul style="list-style-type: none"> • How to help your child succeed with the new CCLS curriculums • How to help your child prepare for assessments • What to look for and the benefits of an ICT class • How an ICT class works • What to expect from teachers, etc. | <p>Parents of SWD and ELL KAPPA V students</p> | <p>September 2104 through June 2015</p> | <p>School Administration, special ed teachers, ELL teachers, PICs and DT</p> |
| <p>We will work with families to serve the best interests of their children:</p> <ul style="list-style-type: none"> • Teachers will send students home with hard copy progress reports to review with parents. • Parents will be introduced to ENGRADE where teachers will post course descriptions, learning goals, homework assignments and projects. • Teachers will consistently update parents on meeting academic projects/homework deadline through the use of ENGRADE. • Parents will be introduced to ARIS Parent Link. • Parents will be invited to many events planned by the school and the parents themselves: <ul style="list-style-type: none"> ○ Cornell Wellness Center Nutrition series; ○ Multi-Cultural Night; ○ CCLS Overview; ○ Study Skills; ○ Stress Management and others | <p>Parents of all KAPPA V students</p> | <p>September 2104 through June 2015</p> | <p>School Administration, PTA Executive Board</p> |
| <p>Trust is built on transparency, feeling that you are a part of something and having a say in it. All participating teachers and parents will feel part of the decision making process and share in the process to improve the questioning and discussion techniques used in the classroom by attending:</p> <ul style="list-style-type: none"> • Professional Learning Opportunities • PTA Meetings • SLT Meetings • Workshops | <p>Parents, teachers, staff, school admin</p> | <p>September 2104 through June 2015</p> | <p>School Administration, Parent Coordinator, teachers, staff, PTA Executive Board</p> |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Outside presenters, Teachers, Administrative staff, Parent Coordinator, PTA members, SLT, Community Associate.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|---|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|---|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will compare the attendance at special events, PTA meetings, Parent Teacher Conferences. We will also monitor parent use of the Engrade product. By February 2015, there will be a 5% increase in the number of parents attending PTA meetings, parent use of Engrade and attendance at workshops.

Part 6b. Complete in **February 2015.**

| | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|--|---|--|--|
| English Language Arts (ELA) | Classroom observation, test scores, PPT | Word Generation, Scholastic CodeX, Websites | Small group and one to one tutoring | Extended Day, Saturday Academy, AM & PM Tutoring |
| Mathematics | Classroom observation, test scores, PPT | GoMath, CMP3, XL websites, Finish Line CCLS Math Workbook | Small group and one to one tutoring | Extended Day, Saturday Academy, AM & PM Tutoring |
| Science | Classroom observation, test scores, PPT | Pearson | Small group and one to one tutoring | Extended Day, Saturday Academy, AM & PM Tutoring |
| Social Studies | Classroom observation, test scores, PPT | Holt, McDougal | Small group and one to one tutoring | During school hours |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | During school hours | At-risk counseling | Small group and one to one counseling | During school hours |

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

| | | | | | |
|----------|---------------------------------|--|---|--|--------------------|
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | Non-Title I |
|----------|---------------------------------|--|---|--|--------------------|

Part 2: All Title I Schools

2a. 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.

We will utilize the following means and methods:

- a) In collaboration with our network (210) Human Resources personnel we will recruit qualified teachers to do the job.
- b) KAPPA V has a hiring committee in place, and administrators attend hiring fairs to make as-needed selection of staff
- c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development is given every week by an administrator, our PICs, DT, a lead teacher, CFN personnel or outside TIF mentors.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

After participating in professional development on the process and choices, the school MOSL Committee decided on the measures of assigning the assessment process.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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. (Refer to Galaxy for FY '15 school allocation amounts.) | 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 has been described in this plan. | |
|--|--|---|--|---------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | \$182,334 | X | 10, 13, 15, 17, 21 |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | \$1,123,911 | X | 10, 13, 15, 17, 21 |

¹Explanation/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.

²The **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|----------------------------|-------------------------|--------------------------|
| District 23 | Borough Brooklyn | School Number 518 |
| School Name KAPPA V | | |

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 Thomas Mullin | Assistant Principal Laura Edwards |
| Coach Norma Williams | Coach |
| ESL Teacher Ms. O'Hagan | Guidance Counselor Alelia Doctor |
| Teacher/Subject Area Marcelle Gilkes | Parent |
| Teacher/Subject Area Math | Parent Coordinator Juanita Williams |
| Related Service Provider Ualin Smith (AIS) | Other |
| Network Leader(Only if working with the LAP team) Joanne Brucella | 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. | 0 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 232 | Total number of ELLs | 1 | ELLs as share of total student population (%) | 0.43% |
|--|------------|----------------------|----------|---|--------------|

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 | |
| Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small> | | | | | | | | | | | | | | 0 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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 | 1 | | | | | | | | | 1 |

| 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 | | |
| Total | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| Number of ELLs who have an alternate placement paraprofessional: 0 | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Beginner(B) | | | | | | | | | | | | | | 0 |
| Intermediate(I) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | 1 | | | | | | | 1 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | 1 | | | | | | | | 1 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

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

| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| 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.
For all ELLs new admits to our middle school, we look at their test history, using information on ARIS and ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities results, years of service, and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps

guide ESL instruction in our school. Again, we have very few ELLs in our school, so results are evaluated individually. Classroom teachers are provided with students' test results from previous years' state tests, and in the autumn, Acuity diagnostic tests are administered.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
This year our ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?We only have one ESL program/model in our school for our one ESL student. We do not have a bilingual nor a dual language program. Classroom teachers with an ELL in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. During the time ELL student meets with our AIS staff member, he is allowed to use his native language to communicate, especially while teaching new vocabulary. Cognatives are used in order for student to understand new vocabulary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL specialist meets regularly with the students' content area teachers to ascertain the students' needs, to offer ideas to differentiate instruction and assessment and to discuss how she can provide content area support.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We constantly monitor the progress of our ELL student through rigorous assessment in all subject areas. During our teacher team meetings, teachers have the time to go over data and plan instruction collaborative to ensure the academic success of our ELL student. Teacher observation notes are reviewed as well as formal and informal class assessments. All content area teachers give a brief report about the ELL student's strenghts and weakness in that particular class. The goal is to work collaborative to support his learning.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our part-time, fully certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if KAPPA V would be able to support the academic needs of each ELL student. For students assigned to our school by the DOE placement office, she meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home

Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ESL specialist, or an administrator, or the Spanish language teacher. An informal oral interview is conducted by the ESL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL specialist administers the LAB-R assessment to determine the student's eligibility to receive ESL services. If there is a first-time registrant who speaks Spanish, the Spanish LAB would be administered by a bilingual Spanish teacher.

Our fully-certified ESL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.

Our ELLs are assessed annually on the NYSESLAT exam. Our ESL specialist reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ESL services, and who are mandated to take the NYSESLAT. She is responsible for all aspects of the administration of the NYSESLAT, including ordering, scheduling, parent notification of testing, administration of all sub-sections (listening, reading, writing, and speaking), coordinating the writing scoring sessions, and packaging and return of test materials. The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band: the grade 6 is administered separately from grades 7-8. Our ESL specialist administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We have never had a new student register at our school who was a first time registrant in a NYC school. If we did, then at time of intake, if the child is determined to be an ELL based on the informal interview and the HLIS, our ESL specialist would explain to them that there are three different models of ESL instruction offered by the DOE, using DOE parent brochures and video. Parent surveys and Program Selection forms would be filled out and the information entered on ATS on the ELPC screen. The LAB-R would be administered by our ESL specialist within the first ten days of the student's attending our school.

Parents of ELLs who are enrolling in our school are informed that KAPPA V does not offer a bilingual program nor a dual language program, and that we have a part-time ESL specialist.

We offer a freestanding ESL program that combines instruction in the English while ELL specialist provides support in other content areas. Because this is not a destination neighborhood for new immigrants, we have not had newly arrived immigrant families requesting admission. If the neighborhood demographics change, and more lower level English proficiency students are interested in registering to attend KAPPA V, then changes and accommodations will be discussed and implemented in the future.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

At the beginning of the school year, our ESL specialist drafts, prints, and distributes parent notification letters to students -- both letters of entitlement for continuing ELLs, and the occasional letter of non-entitlement/transition for students who have scored at a proficient level on the NYSESLAT. Letters are sent in both English and the parents' preferred language for school communications, using the translated versions available on the DOE website. Letters are distributed during ESL instructional times. ESL specialist makes phone calls to communicate to parents that letters are being sent home for their immediate attention and response. Copies of all parent notification letters are kept in the ESL binder in the principal's office. If we have a first time registrant to NYC schools, parent surveys and program selection forms will be given to parents to complete at the time of the oral interview at intake, and copies of their parent survey and program selection form will also be kept in this binder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

and in consultation with classroom teachers, creates a pull-out or push-in schedule for the three days she works in our building. As schedules change, due to school-wide adjustments and semester changes, the ESL schedule is also adjusted.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

See #5 Above

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
N/A
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
N/A

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

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

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

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

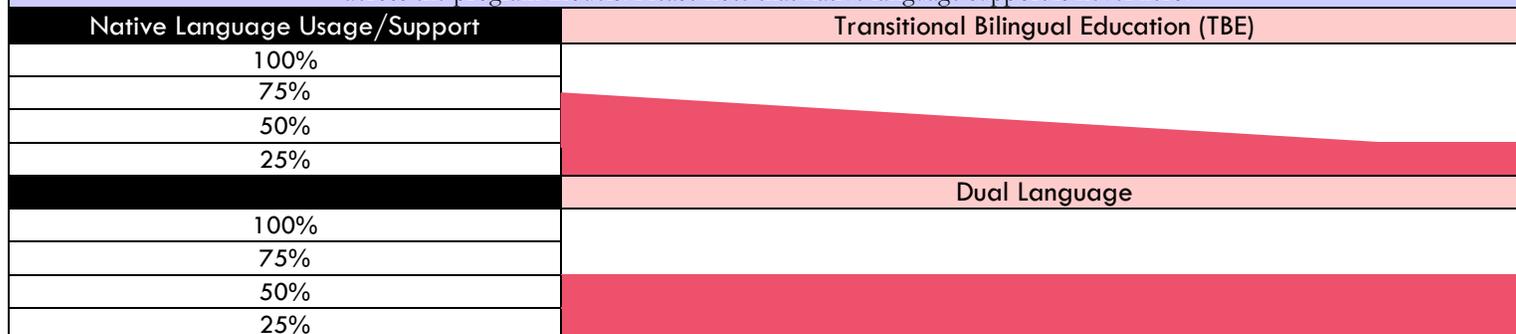
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



| | | | |
|--|------------------|---------------------|-----------------|
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. | | | |

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 - 1/2. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support. Teachers of self-contained special education classes, which serve most of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the ESL specialist will offer PD's to classroom teachers of our ELL student.
 3. When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. She reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language.
 4. Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: **KAPPA V**

School DBN: **23K518**

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K518 School Name: KAPPA V

Cluster: CFN Network: 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

