

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

School Name: KHALIL GIBRAN INTERNATIONAL ACADEMY

DBN (i.e. 01M001): 15K592

Principal: WINSTON HAMANN

Principal Email: WHAMANN@SCHOOLS.NYC.GOV

Superintendent: KAREN WATTS

Network Leader: LORRAINE BOYHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Winston Hamann	*Principal or Designee	
David Studer	*UFT Chapter Leader or Designee	
Sikkim Assing	*PA/PTA President or Designated Co-President	
Patricia Gonzalez	DC 37 Representative, if applicable	
Isabella Arroyo and Maxine Lahoumh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Cozier	Member/ Parent	
Aisha Germain	Member/ Parent	
Christine Granderson	Member/ Parent	
Carolyn Jackson	Member/ Parent	
Gina Shedid	Member/ UFT	
Samantha Paniagua	Member/ UFT	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 90% of teachers will continue developing Common Core-aligned units of study with accompanied standards-based performance tasks, that provide more opportunity for student choice, and rubrics aligned to the Citywide Instructional Expectations, as evidenced by completed units reviewed and vetted by school leadership.

Comprehensive Needs Assessment

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

As per last Peer Quality Review, one of the school's areas of improvement included the curricular alignment to the Common Core Learning Standards to coherently integrate the instructional shifts, provide cognitive challenge, and engage all students to advance college and career readiness.

Instructional Strategies/Activities

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

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

1. Development of Common Core-aligned units of study and calendar of lessons for each content-area subject.
2. Performance tasks and CCSS rubrics that are co-created with students and provide them with the opportunity of choice, self-assessment and self-reflection. Incorporating think aloud, responsive writing, and questioning-discussion technique in performance tasks, with multiple check-ins and final presentation to ensure student success.
3. Posting and sharing of effective and highly-effective work that is clearly annotated with examples for students to reference during activities. Samples of student work as a result of the rigorous instruction aligned to the CCSS are posted on outside and inside bulletin boards.

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

1. All teachers and Instructional Leadership Team
2. Art, English, Foreign Language, History, Math, Physical Education, Science teachers, and students
3. All teachers and students

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

1. All students with particular focus on advanced ELLs, SWIs across all grades, and school-wide lowest third for all 3 strategies.

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

1. September 2014 through June 2015 for all 3 strategies.

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

All teachers have submitted the curriculum and units of study for their respective subjects. They have also worked collaboratively on creating the performance tasks and the aligned rubrics. Students have a choice about how they complete their performance tasks and in most classes teachers model the expectations in advance. Teachers are working on creating the calendar of lessons that is aligned with each unit of study.

Additional resources include our Instructional Leadership Team, School Implementation Team, ADVANCE online tool, the Behavior Referral System (BRS) tool, Google communication logs, the Danielson Framework, and the Capacity Framework.

Strategies to Increase Parental Involvement

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

See our school's Title I Parent Involvement Policy (PIP) in page 18 of this template.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, in collaboration with school leaders, at least 80% of teachers will move up one level on the HEDI scale of the Danielson Framework area identified on their learning development plans.

Comprehensive Needs Assessment

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

As per last Peer Quality Review and end-of-year conversations with teachers, all teachers need to expand pedagogical practices to provide multiple entry points, promote questioning and discussion techniques in the classroom, and increase active engagement for all students in learning activities and summative assessments that promote higher level thinking, discourse, participation, and clearer ownership.

Instructional Strategies/Activities

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

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

1. Teachers met with Principal and AP for their IPCs and also set professional development goals based on the Danielson Framework. An aligned and coherent PD plan for growth and support has been put in place and is updated throughout the year.
2. Regular formal and informal observations by Principal and AP according to the "option" chosen by each teacher as per the ADVANCE system.
3. Training on the eight Danielson Framework components facilitated by school leaders and teacher teams.
4. Regular observations and walkthroughs with Talent Coach, Superintendent and New Visions' Network Leader and coaches.

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

1. Teachers, Principal, AP and DOE and Network support for Professional Learning Collaborations (PLC)
2. Principal, AP and Superintendent
3. Principal, AP and teachers
4. Principal, AP with Talent Coach, Superintendent and New Visions staff

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

1. All classroom teachers will revise goals in February 2015 and school PLC plan to be revised monthly.
2. Necessary number of observations completed as per "option" chosen.
3. Professional collaboration calendar has been developed with designated facilitators.
4. Review of teacher observation feedback data in ADVANCE.

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

1. IPCs and Goal Plans took place during the month of October 2014.
2. October 2014 to May 2015
3. September 2014 to May 2015
4. October 2014 to June 2015 on a regular basis

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

1. As stated, each teacher's goals, which we call "Learning Development Plans", will be revised during our mid-year conferences by February 2015 and the aligned PLC plans are updated throughout the year. A main resource for the completion of this activity is the new [Handbook for Professional Learning](#) and our PSO, New Visions for Public Schools, which offers an extensive menu of tailored PLC opportunities and onsite support such as A2i for Math and blended learning for Literacy and is always willing and ready to support our PLC needs.

2. Principal and AP will set up and follow a schedule for regular teacher observation and feedback using the Danielson Framework. Network’s leader and coaches and DOE’s Talent Coach will support school leaders in this process.
3. Principal, AP, Talent Coach and New Visions will provide PLC opportunities to teachers who in turn will turnkey information to colleagues.
4. Review meetings of school data in ADVANCE and SCHOOLWIDE DATA in Google drive.

Strategies to Increase Parental Involvement

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

See our school’s Title I Parent Involvement Policy (PIP) in page 18 of this template.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, at least 80% of students will show progress in using evidence to support claims and counter-claims (claim, evidence, reasoning, counter-claim) across all core subjects using a department-specific Common Core rubric, as evidenced by the results of the MOSL performance assessment.

Comprehensive Needs Assessment

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

Through our grade meetings, data analysis and inquiry work, we noticed that writing skills across the grades need to improve at a CCLS level in order for our students to communicate their thinking more effectively and perform higher in baseline and State assessments, especially the Regents exams.

Instructional Strategies/Activities

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

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

1. Teachers will develop specific lessons that incorporate listening, speaking and written skills needed for providing evidence to support arguments and counter-arguments. This will be evident within a six week concentrated frame and then circulated back as per data results.
2. Teachers meet monthly in grade teams to assess student work and plan lessons that demand evidence to support a claim and counter-claim. ICT teachers meet weekly to plan differentiated lessons with a focus on writing, thinking aloud, and using evidence to make claims and argue counter-claims.
3. Teachers meet bi-weekly in grade teams to develop rubrics to assess the use of evidence to support a claim. These rubrics are co-created or shared with students to ensure that the grading criteria are understood by all. Calibration activities take place in many content-area classes.
4. English and History teachers are mastering the Paideia tool (Socratic Seminar) and also turnkey their learning with colleagues through a thread of ongoing trainings scheduled to begin in January.

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

1. All classroom teachers with AP supervision and network coaches support.
2. School leaders and teachers
3. School leaders and teachers
4. English, History teachers, AP and New Visions coaching staff

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

1. All students
2. All students
3. All students
4. All students

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

1. September 2014 through June 2015
2. October 2014 through June 2015
3. October 2014 through June 2015
4. October 2014 through June 2015

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

Core areas have subject-specific sentence stems to encourage accountable talk and whole group lessons on claims. Teachers are using Webbs' DOK to ask probing questions, including these written questions in their lesson plans and/or PPT presentations, and facilitating lessons where students are

creating, asking, and responding to their own questions created using the DOK model. Every content area is stressing the importance of using textual evidence to support claims and counter-claims and have rubrics or checklists to provide students with clear evidence for self-assessment and teacher evaluation.

Services and programs include the Instructional Leadership Team, ADVANCE tool, School Quality Review Rubric, Common Core Standard Professional Development from DOE and New Visions, Common Core Standard Professional Development, and using the Danielson Framework and the Capacity Framework. This will be evident by the following services and outcomes:

80% of students move up at least one level in the “use evidence” area of the rubric developed by teachers as per the pre-assessment to post-assessment data kept by teachers.

Curriculum maps and teacher-developed units of study with corresponding calendar of lessons are aligned to the Common Core, including performance tasks, activities, and rubrics.

Strategies to Increase Parental Involvement

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

See our school’s Title I Parent Involvement Policy (PIP) in page 18 of this template.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, at least 80% of students in grade 9 will be on track for graduation by earning at least 10 credits, 75% of students in grade 10 will be on track for graduation by accumulating at least 20 credits, and 65% of students in grade 11 will be on track for graduation by accumulating at least 30 credits. In addition, our school-wide Regents' passing rate will increase by 5% on IA, Earth Science, Geometry and Global.

Comprehensive Needs Assessment

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

As of June 2014, out of 54 total 9th grade students, 40% were ELLs and 15% were SWDs. 70% of total students were on track for graduation having accumulated at least 10 credits with 65% of ELLs and 60% of SWDs on track as well. Please note that out of the 30% not on track, 18% were either ELLs or SWDs and 4% were LTAs.

For the 10th grade, out of 56 total students, 29% were ELLs and 10% were SWDs. 50% of total students were on track for graduation having accumulated at least 20 credits with 50% of ELLs and 40% of SWDs on track as well. Out of the 50% not on track, 18% were either ELLs or SWDs, an additional 11% were LTAs, and another 10% were overage students that came from Yemen and the Office of Placement placed them as 10th graders but they did not bring with them any transcripts or official documentation to grant them any prior credits. Close to 40% of these students, our first cohort, were over-the-counter placements.

Instructional Strategies/Activities

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

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

1. Gather and analyze data on student progress via New Visions student sorter, Datacatation, performance assessments, core aligned tasks and teacher-made assessments. Use the data to ensure that teachers intervene and meet the needs of academically at-risk students.
2. Meet monthly with teacher teams to analyze data and identify next steps for meeting students' needs. Student work will be analyzed and a portfolio of data will be maintained for each student with identified subject goals.
3. Provide regular professional development for the implementation of the Citywide Instructional Expectations around the CCLS through New Visions PLC menu, DOE [Handbook for Professional Learning](#) and coaches from New Visions.
4. Review academic IEP and ELL goals to ensure that all students are challenged to their highest potential during ICT planning meetings, SIT meetings and ELL collaborative meetings.
5. Implement use of technology to support academic mastery and progress by ensuring every student has a laptop and teachers use Google drive, iPads, Chrome notebooks, Smart Boards, Promethean boards. Expand creation and use of our school library to ensure that students have multiple venues to complete homework and class assignments.

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

1. All classroom teachers
2. School leaders, coaches, classroom teachers and guidance counselors
3. School leaders, New Visions, Talent Coach and classroom teachers

4. Principal, School Implementation Team, general and special education classroom teachers and guidance counselors
5. All classroom teachers and technology coordinator.

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

1. All students
2. All students
3. All students
4. SWDs and ELLs.
5. All students

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

1. October 2014 and June 2015 Regents examinations.
2. October 2014 and June 2015.
3. October 2014 and June 2015.
4. September 2014 and June 2015.
5. September 2014 and June 2015.

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

Principal and/or AP will facilitate monthly meetings where performance tasks and student work will be analyzed and examined. Services and programs include ADVANCE system, New Visions Student Sorter, Inquiry Teams, ARIS LEARN, Common Core Learning Standards Professional Development, and using Danielson Framework and student-teacher created rubrics. This will be evident by the following services and outcomes:

Principal and AP feedback logs and observations submitted in ADVANCE.

Review of teachers' plans and data binders.

Review results of teacher-made assessments.

Data review—review of Regents, student sorter, performance assessment results, and follow up / implementation of MOSL and MOTP.

Regular formal and informal observations by Principal and AP.

Strategies to Increase Parental Involvement

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

See our school's Title I Parent Involvement Policy (PIP) in page 18 of this template.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2015, at least 20% increase in parental participation in the life of the school by expanding opportunities to facilitate parent involvement, including continuous outreach to parents by teachers and staff, as compared to parental involvement during the 2013-14 school year.

Comprehensive Needs Assessment

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

As per review of last year's parent involvement data in our SLT/PTA meetings, school field trips and school wide planned events, our goal is to continue to work on expanding opportunities for parents and families to engage in decision-making to promote meaningful involvement in their children's school performance, leadership in the school community, and more active participation during school-wide events.

Instructional Strategies/Activities

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

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

1. Monthly back-to-back SLT and PTA meetings have been scheduled for the year. Agendas and minutes are posted on the school website.
2. A minimum of seven community events have been confirmed for the year, including Parent-Teacher Conferences, Eid Holiday, International Food Festival, Holiday Gathering and two College and Career Days. Parents will be invited to participate in the second CCR Day as guest speakers.
3. A minimum of three parent workshops being scheduled and co-facilitated by the parent coordinator including one Title I meeting. These workshops will target building stronger academic relationships between parents and their children. Two additional parent workshops will be hosted by Enact, Inc.
4. Regular monthly calendar of all school related events are uploaded to our website. An electronic calendar is also maintained on Google drive by the parent coordinator. Notifications go to families and students via email through our domain: khailgibranshs.com
5. Parents and students are given access to Pupil Path, an online home-school communication tool.

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

1. PTA President, all parents and SLT members
2. Parent Coordinator, AP and School Counselor
3. Parent Coordinator and ENACT (CBO) Director
4. Parent Coordinator
5. School counselor and teachers

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

1. SLT and PTA meetings and minutes
2. Parent, Staff and student participation
3. Parent participation
4. Parents, Staff and students participation
5. Parents registration rate and active access to the tool.

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

1. September 2014 through June 2015
2. October 2014 through June 2015
3. October 2014 through June 2015

- 4. September 2014 through June 2015
- 5. October 2014 through June 2015

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

Services and programs include, ARIS Parent Link, KGIA website, Skedula – Datacation, Facebook page, monthly school calendar, Google KGHS domain and Messenger. This will be evident by the following outcomes:

Parent coordinator logs.

Sign in attendance sheets to any school meeting/event attended by parents.

Regular monthly review of parent level of participation in school related events by Principal, AP and Parent Coordinator.

Strategies to Increase Parental Involvement

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

See our school's Title I Parent Involvement Policy (PIP) in page 18 of this template.

Budget and Resource Alignment

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

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

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

--

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS teachers to pull-out or push-in; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning	Small group instruction; one-on-one tutoring	During school day, afterschool (Tuesday through Thursday) and Saturday mornings. After school and Saturday programs run from November 2014 through June 2015.
Mathematics	AIS teachers to pull-out or push-in; Math centers and student manipulatives; Remedial math instruction; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning	Small group instruction.	During school day, afterschool (Tuesday through Thursday) and Saturday mornings. After school and Saturday programs run from November 2014 through June 2015.
Science	AIS teachers to pull-out or push-in; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning	Small group instruction.	During school day, afterschool (Tuesday through Thursday) and Saturday mornings. After school and Saturday programs run from November 2014 through June 2015.
Social Studies	AIS teachers to pull-out or push-in; Homework Help; Test Prep; Saturday Academy; Inter-disciplinary and inter-grade planning	Small group instruction.	During school day, afterschool (Tuesday through Thursday) and Saturday mornings. After school and Saturday programs run from November 2014 through June 2015.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group sessions; one on one conferences; meeting groups; goal setting for academics and behavior; team-building activities; college and career readiness meetings.	Small groups; one-to-one.	During school day and afterschool.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All K.G.I.A. staff are currently Highly Qualified Teachers. To attract additional Highly Qualified Teachers as we transitioned up into a full high school, we will continue to: Update our school website with current information and showcase the academic progress, activities, and school-wide events and trips. Conduct a rigorous interview process which includes providing lesson plans, conducting demonstration lessons, and checking references. Attend DOE city-wide and network hiring fairs. Post vacancies in college and university websites, as well as post flyers in partnering organizations.

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).
Offer and/or facilitate continuous professional development on the ADVANCE system, The Danielson Framework, the Capacity Framework, and the CCLS to ensure professional growth and effective teaching practices.

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The school created the MOSL committee back in June 2014. We met twice in August and made final decisions for MOSL by the second week of September 2014 not only as a committee but following recommendations from all teachers.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

N/A

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (Ms. Irene Moussa) to serve as a liaison between the school and families. The Parent Coordinator and CBOs (AAFSC and ENACT) will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st (this year it took place on 11/18/14) to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting school-wide events such as the Eid Holiday celebration and the International Food Festival;
- establishing a Parent Resource Center/Area in the Parent Coordinator's office with instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing, distributing and posting in our website the monthly school calendar designed to keep parents informed about school activities and student progress;
- providing access to parents to our online communication tools such as Pupil Path to enhance communication between teachers and the home, and verbally to the extent practicable in the language that immigrant parents can understand such as Arabic.

SCHOOL-PARENT COMPACT

KGIA, 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 - In our school we have 10 staff members that are bilingual in either Arabic or Spanish, the languages needed;
- 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. In addition parents are welcome and encouraged to visit the school and meet with teachers on regular basis.

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 teachers about educational needs and stay informed about their education by promptly 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 our school’s Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committee and School Leadership Team;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school every mandated day and arrive on time and prepared to learn;
- complete my homework and submit all assignments on time;
- check “Pupil Path” at least twice per week;
- follow the school rules and expectations and be responsible for my actions;
- show respect for myself, other people and property;
- wear the school uniform every school day;
- try to resolve disagreements or conflicts peacefully;
- always try to learn and perform in school to the best of my abilities.

DBN: 15K592

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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.	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 #
--------------	--	--	---

		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$125,046.90	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,292,949.00	X	See action plan

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Khalil Gibran Int'l Academy	DBN: 15K592
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 58
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 4

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Currently our school has 183 students, 33.33% of who are English Language Learners of various levels. We will use funding from this program to provide students with an additional hour of instruction on Tuesdays, Wednesdays, and Thursdays. We will also provide targeted instruction for ELLs through our Saturday Academy program tailored specifically for our students who are taking Regents exams in January and/or June. This program will also extend to include Homework Help for ELLs who are interested. Our programs will be focused on improving students' skill set with academic vocabulary, writing grammatically-correct essays that elaborate on claims using valid textual evidence, and improving their reading comprehension skills. We purchased a software program entitled Tutor for our very beginner ELLs. We have a full supply of supplies so we will not be purchasing additional materials. Current resources that we plan to use include: small group sets of informational and fiction texts, video clips and model texts from online resources, and technology resources such as Mac laptops and chrome books when they become available.

Part C: Professional Development

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

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

Begin description here: Our school needs specific professional development on making learning accessible to all ELLs. Some topics that we would like to incorporate in our professional collaboration program include: providing instructive and constructive feedback to reinforce student understanding, facilitating Accountable talk amongst ELLs where they are active participants in class discussion, sharing strategies for improving writing skills to ensure that students' explicit thinking is evident in their writing, and provide support around the consistent use of academic vocabulary through multiple content-areas. We already hosted our first training during the Chancellor's Day for Professional Collaboration. We have two other definitive dates: February 2nd and June 4th. All three of these trainings have been/will be facilitated by our ESL teacher and our English teacher. Two additional trainings are scheduled to occur during Regents administration week since KGIA is not a full high school yet and has more time for staff meetings. The remaining sessions will be scheduled.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: We would like to increase the number of workshops that we provide for the families of our ELL students. In collaboration with the Arab American Family Support Center, our lead partner, we would like to communicate to families the importance of school work. We hope through clear and consistent communication families will work together to provide their children with a home environment that is conducive to studying. We want to invite families to join us during our Homework Help sessions where we could model for them how they can assist their children in studying, even if they are not proficient in English. We are planning on hosting instructional segments during our PTA meetings where parent activities will focus on building adult literacy and technology needs. During our phone calls surveying parents about how we could best communicate with them we will also inquire about what additional workshops they would like to see in school.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 15	Borough Brooklyn	School Number 592
School Name Khalil Gibran International Academy		

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 Winston Hamann	Assistant Principal Maria Huliaris
Coach type here	Coach type here
ESL Teacher Fariha Munir	Guidance Counselor Gina Shedid
Teacher/Subject Area Richard Laconi / ELA	Parent type here
Teacher/Subject Area Ilhem Chebout / Foreign Lang.	Parent Coordinator Irene Moussa
Related Service Provider type here	Other ELL Coordinator: Fariha Munir
Network Leader(Only if working with the LAP team) Alexis Penzell	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	108	Total number of ELLs	38	ELLs as share of total student population (%)	35.19%
--	------------	----------------------	-----------	---	---------------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	5
SIFE	10	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	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	29	9		7	1		2				38

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	29	9	0	7	1	0	2	0	0	38
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														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										23	14			37
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	24	14	0	0	38								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										10	10			20
Intermediate(I)										8	3			11
Advanced (A)										0	1			1
Total	0	18	14	0	0	32								

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					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									0
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									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra	30			
Geometry	2			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	24			
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.
English language learners at K.G.I.A. are assessed using ELL periodic tests, reading levels recorded using Fountas and Pinnell, teachers running records, students' interviews and observation. All these tools are used to inform our teaching.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our beginner ell population is greater than our intermediate ell population. The Lab R and NYSELAT scores show that majority of our students have difficulty with reading and writing skills. Many of the incoming students are tested on the LAB-R but unable to complete the exam because they are true beginners and do not have any understanding of English. None of the returning students regressed based on their NYSELAT. Student scored reflected moderate but consistent progress even if they did not advance a proficiency level.

3. How will patterns across NYSELAT 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 [AMAQ tool](#))

Through our teaching practices we encourage students to read longer text and engage in creative writing. As most of the population are beginners, they rank as low beginners in speaking and listening modalities. Our ESL teacher uses all 4 modalities to provide a consistent development of all the skills, especially listening for instructions and information and using discussions to further familiarity with new concepts. The goal is to help our students use the language they know to develop their ideas and further their analytical skills. Students take mid year assessments and year end assessments from each content area teacher. The progress on students reading records is evaluated.

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

The majority of ELLs are beginners in both 9th and 10th grade. Those who are within the program show moderate progress in all modalities. As typical beginners they show a greater growth in speaking and listening than in reading and writing. State wide assessments are taken in English. The school leadership team and inquiry team analysis has come together to see how the ELLs are able to progress in English assessments. Native language is used to build background knowledge and clarify misconceptions if they arise. Students are often paired to help facilitate learning through peer learning where students may communicate in their native language.

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](#).)

Paste response to question here: N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Instruction is delivered on reflective practices based on formative assessment by classroom teachers. As part of language development teachers provide multiple opportunities for expressing concepts and vocabulary taught. Repetition and revisiting words anchors language acquisition. Students are placed into an all English language immersion strategy where they are surrounded by English and only use their NLA as a support.

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

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The success of our program is evaluated by the progress students make year to year in moving from beginning to advanced and ultimately to exiting the program based on NYSELAT scores. However our goal is not just for students to exit the program. Our goal is to provide students with the tools they will need to become successful throughout their year in school and beyond. This is measured through their success on regents and state standardized tests. This indicates their progress is measured by ability to succeed in academics similar to an English proficient student. Student portfolios are maintained by teachers in all subjects as a source for a team of teachers to analyze progress based on longitudinal summative assessments in various subjects. Midyear assessments are used to identify students who may need additional support to achieve their goals. Most importantly ELLs reading records are analyzed for progress.

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](#).)
At our school ELLs are identified in accordance with the New York State LEP identification process. Upon enrollment, the ESL teacher or another licensed pedagogogue administer the Home Language questionnaire to determine if the student's home language is English. If the student's home language is not English an informal interview is conducted in the home language and English. If it is determined that the student speaks a language other than English and that he/she speaks little or no English, the ESL teacher will assess him with the LAB-R. If the student scores at the proficient level on the LAB-R test he/she will enter the general education program. Otherwise he/she will be placed in a program for limited English proficient students. The pedagogues administering the LAB-R are Fariha Munir, ESL bilingual teacher; Ilhem Chebout, bilingual teacher in Arabic; Patricia Gonzalez, bilingual SAPIS worker in Spanish and Maria Huliaris, AP and bilingual in Greek..
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.
A number of structures are in place in order to ensure that the parents of ESL students at our school understand all of the program choices, options, and rights they are entitled to. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone) to an ESL parent orientation session. These sessions are held in our school on an ongoing basis and scheduled at a time that enables at least one parent/guardian of each new student to attend. At the parent orientation session, informational materials are provided often in the parents Native Language and the information video is viewed by the parents in the language of their choice. In addition, the ESL teacher (with the assistance of a bilingual staff member if necessary) offers additional counsel to parents in their native language in order to clarify the information and to ensure that parents understand their transfer right. Also, the ESL teacher or our bilingual parent coordinator conducts any necessary follow-up to ensure program selection and other forms are returned. Our ESL teacher or Parent coordinator will call the parents as a reminder to send back documentation that is not received in 3-5 business days.
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 [\[see tool kit\]](#).)
Returning students are given entitlement letters at the beginning of the school year. For those students placed after the LAB-R an entitlement letter is sent home by Ms Munir upon the students placement in the program. Records of all parent survey forms are managed by our ESL coordinator Ms Munir and placed in a binder. Our records show that we have not yet recently had a request suggesting a different program than the one we currently have.
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.
At our school only five of our ELLs have an Individualized Education Plan (IEP). These students receive individualized instruction from a smaller teacher to student ratio than other classes.
Long term ELLs are served under the belief that each student progresses at his/her own rate through the language acquisition process. We use a Response to Intervention (RTI) approach to provide high quality intervention that matches each student's needs. Our primary goal with these subgroups is to develop CALP so that they can achieve mastery of reading, writing, listening, and speaking skills for application in the academic content areas.
We are aware that any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development; therefore we strive to provide instruction in such a way that addresses the needs of each ELL subgroup. Newcomer students at our school are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. They are placed with English-speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers. Since many newcomers arrive with little or no English in any of the four language skill areas, our newcomers receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Literacy and language development take place through student participation in the reading and writing workshops in their classrooms as well as further more specialized instruction from their ESL teacher. The ESL and classroom teachers work together to make content area and language instruction accessible to students by employing sheltered English and a wide range of scaffolding techniques.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The process begins by examining the records indicating the student is eligible for the NYSESLAT exam using the ATS- RLER report.

Students are scheduled for a test date and a make-up test date for the speaking section of the exam. Any students who do not complete the section within those two dates are sent a letter and followed up by a final make-up test date. We have not had any occurrence of students not being able to take their test during their scheduled time. The remaining sections are administered based on a testing schedule that is reviewed by Ms. Tazghini, our testing coordinator, to ensure that students with IEPs have their requirements met while keeping to the guidelines 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. [🔗](#)
- An examination of the parent choice surveys from the past three years show that four out of five parents who have children eligible for ESL services chooses to have their children in a freestanding ESL program. One parent chose to have their child in a bilingual program, but later decided to reject the transfer offer and keep their child in our freestanding ESL program. At this time we have no current parent requests suggesting a different program than the one we currently have.

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])? Our freestanding ESL program contains pull out and push in classes. ESL classes are administered in an ungraded heterogenous environment. The push in classes are graded and generally homogeneous. Students engage in group learning activities to build from one another and engage in collaborative learning methods as well. This helps beginners engaged in a range of BICS and CALP language. NLA is used to support comprehension and retention of information. English is stressed for written and spoken expression. The ELLs are held to the same expectations and standards as grade level content area that is incorporated in the ESL curriculum. Multiple means of entry and assessment are used for various learning styles and scaffolds such as graphic organizers.
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)?

Each individual student minutes requirements are calculated based on their proficiency determined by the NYSESLAT score results.

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.

Our teachers follow the workshop model for teaching. This creates a sense of unity in the instructional pattern to enhance learning. To align with the common core our math and science department places an emphasis on critical thinking skills through pivotal questions and creating evidence based claims. Our history and ELA classes build on listening and speaking skills. To encourage productive participation in the least restrictive environment we conduct Socratic seminars. This allows students to perform at a level they feel comfortable while giving them autonomy in setting their own goals. The ESL curriculum is designed to build language using fundamental concepts from content areas. Students gain a deeper understanding of the core content areas as they develop their language skills through ESL lessons.

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

There are currently no measures of content areas through Native Language assesment. Teachers may ask to evaluate responses to particular class assignments through our bilingual staff in order to engage in more reflective content area teaching.

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

Students are graded using the NYSESLAT rubric for performace tasks and projects. Their work is collected and analyzed by the inquiry team composed of Mr Laconi, Mr Renaud and Ms. Munir who during different intervals and at the end of the year assess progress.

6. How do you differentiate instruction for ELL subgroups?

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

At K.G.I.A, the ELL population is given equal access to all programs. English Language Learners are invited to participate in our after school and Saturday programs. They are also invited to participate in supplementary school sessions that may take place during the winter and spring breaks, all funded by Title I and Fair Student Funding sources. ELLs are also part of any schoolwide events.

Native language support is delivered through the use of bilingual dictionaries and by grouping students with a bilingual "buddy". The ESL teacher or para provide support as needed in the student's native language. The services, support and resources we provide our ELLs at K.G.I.A. matches the student age, grade and proficiency levels. We assess students and then differentiate their groupings.

Differentiated instructional materials used to support ELLs and SWD include promethean boards, whiteboards; dry-erase markers; wipe-off sentence strips; lap tops, manipulatives, PCs and differentiated books as well as materials in native language such as CDs, magazines; leveled libraries and core curriculum textbooks.

Our school also offers ELLs an opportunity at hands-on learning experiences through their project-based work and cooperative learning through both science and the social studies content areas to build all aspects of language proficiency including reading, writing, listening, and speaking. In addition and if the student has an IEP, testing accommodations do continue, particularly separate location, glossary and re-reading the questions.

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?

We especially believe that with additional support in the math content area, all our students will be able to meet standards. Therefore, more support in the language of mathematics, including specifically word problem strategies and math vocabulary will be provided. Additional instructional materials used to support our English Language Learners in ELA include the Achieve 3000 web based program, the LeapTrack Reading Pro by LeapFrog, "Sourcebook" from Houghton Mifflin, and Rigby Great Strides. As ELLs at our school reach proficiency by passing the NYSESLAT they continue to receive extra attention in order to ensure academic success. This extra attention is given through pair tutoring, test preparation and our after school programs. Classroom teachers continue their use of sheltered English to make input comprehensible for these students and design learning activities that connect new content to students' prior knowledge.

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?

Our goal is to be in compliance with the amount of minutes of ESL instruccion mandated by the State as stated prior on this document. To accomplish that we take special care in programming these groups of students to make sure they receive their

mandated ESL instruction while addressing their IEP needs as indicated. We schedule students for extra periods of support as needed before and afterschool and during school's recess times.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	0		
Math:	0		
Science:	0		

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

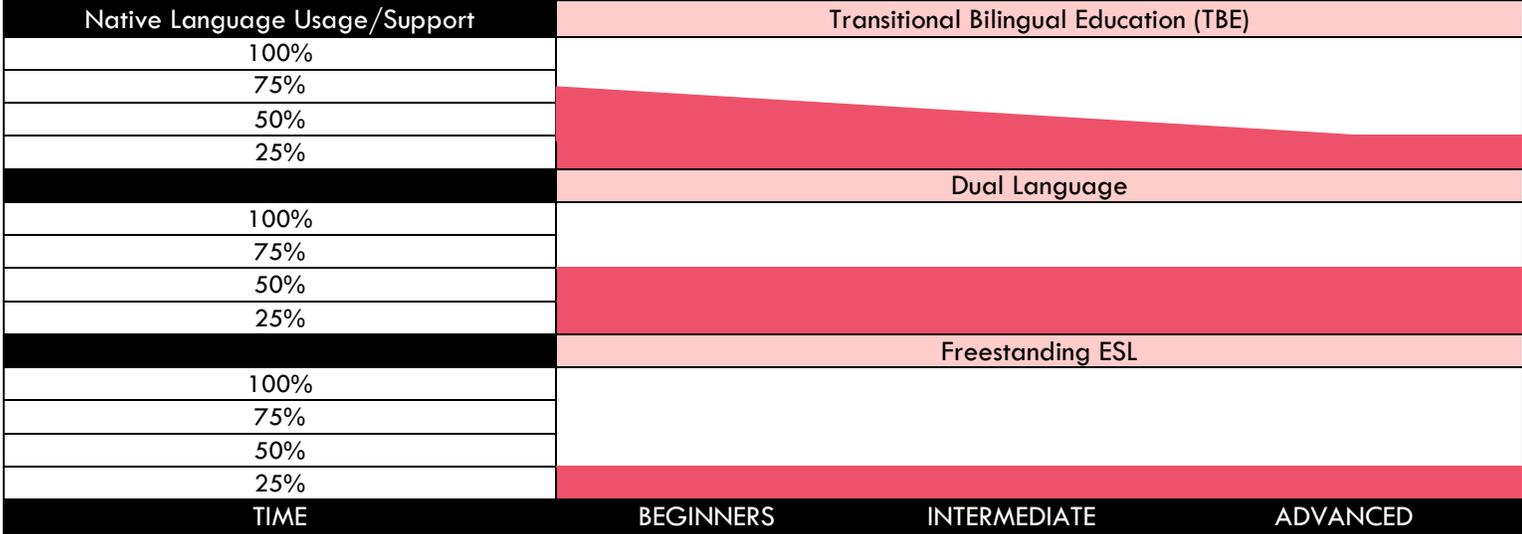
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The data shows that the overwhelming majority of ELLs have difficulties in the reading/writing modalities. Specifically, our students have problems with critical analysis areas. Not only does this affect their reading, but also has great impact on their ability to write creatively. Our students experienced a hard time particularly answering all the questions in the LAB-R.
- As a result we target these areas and provide students with lots of opportunity to develop these skills. The ESL teacher works with small groups of students and uses an "I do, we do, you do" approach to help students gain proficiency. While planning her lessons, the ESL teacher integrates both modalities in order to give student ample practice and maximize their learning opportunities. Besides Fariha Munir, ESL Teacher, also teachers Richard Laconi and Ilhem Chebout are involved in this process.
- We service our ELL/SWDs according to their IEP mandates and challenged them accordingly to their highest potential.
- School leadership and teachers decide on the programs together, analyze the data in the inquiry teams and strategize to develop/adjust best teaching practices to make instruction more targeted and effective, particularly for our ELL population which is primarily arabic speaking.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- During its first year the overall scores in each modality for all our students has risen. The other clear mark of progress is seen by the verbal participation of the beginners and success on their formative assesments throughout the year. Instruction is delivered on reflective practices based on formative assessment by classroom teachers. As part of language development teachers provide multiple opportunities for expressing concepts and vocabulary taught. Repetition and revisiting words anchors language acquisition. Students are placed into an all English language emersion strategy where they are surrounded by English and only use their NLA as a support. Content area teachers therefore play a major role in delivering their lessons using ESL startigies they aquire through their professional development and staff collaboration. The ESL curriculum and units are intergrated with the ELA and Math curriculum skills of the school to meet grade level standards.
11. What new programs or improvements will be considered for the upcoming school year?
- A wilson reading intervention program will be implimented to a few students who display the need based on their progress in reading level through the years.
12. What programs/services for ELLs will be discontinued and why?
- We do not currently plan on discontinuing any of the programs currently offered.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- School programs are open to all students. Some of the programs our students take part in are ENACT, voices for girls, theater workshop as well as after school enrichment classes and soon Regents Prep classes. These programs promote learning through the arts and sciences. Our ELLs are also affiliated with the PAL/NYPD support program which provides NLA presentations by detective Naseer about various topics from bullying to labor laws. One of the most coveted programs the ELLs take part in is a soccer team sponsored through the Police Athletic League in the spring. Ells are able to attend afterschool homework help or additional courses held by staff in the Spring. There are also Saturday sessions that support academic ELA and Math skills.
- In addition our school has a close partnership with the Arab American Family Support Center who provides all sort of afterschool activities and preventive services as well.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers and staff have an in class ipad available for instructional differentiation or translational use. Students are provided with in class and personal glossaries for each subject area. Bilingual Spanish and Arabic dictionaries are available for students in classrooms. Our classes use a handson - minds on approach where real examples are used to illustrate and dramatize concepts based on topics. As stated prior, some of the multiple entry points we use through our instructional materials to support ELLs and SWDs include whiteboards; dry-erase markers; wipe-off sentence strips; lap tops, manipulatives, PCs, promethean boards and differentiated books as well as materials in native language such as CDs, magazines; leveled libraries and core curriculum textbooks.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language translation is provided through google or staff members in written form. Regular paper dictionaries and electronic dictionaries are used for lower ELLs who are still aquiring voabulary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our ESL teacher works collaboratively to reflect instruction based on student needs in order to scaffold skills that will achieve grade level standards taught by content area teachers.

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.

The ELLs were invited to attend summer seminars in ELA and Math during this past summer school session to prepare them for the upcoming year. New ELLs are eligible to join in teams and after school programs offered throughout the year.

18. What language electives are offered to ELLs?

We currently do not offer any language electives at this time. Native Arabic speakers are assessed by the Arabic teacher, Ms Chebout in order for students to be placed in an advance native Arabic language course.

19. For schools with dual language programs:

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

Paste response to questions here: 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.

Our biweekly on-site staff professional development throughout the year offers an opportunity for all teachers to receive training geared toward the specific needs of our ELL population. These PDs provide resources and guidance to the shift to the common core instructional practices to benefit all students. In addition, the ESL teacher is encouraged to attend the yearly NYSABE and TESOL conferences. ESL teacher offers support and suggestions to classroom teachers on a needed basis, and turn keys information obtained from professional development and conferences she attends. All personnel are invited to participate in these PD meetings.

In order to support staff to assist ELLs as they transition to high school, we offer PD on group work modifying and differentiating lessons and on transition challenges including parents as partners.

D. Parental Involvement

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

The parent involvement activities in our school include the parents of ELL students. They are invited and participate in the joint development of school-level parent involvement activities. This is done through regularly scheduled School Leadership Team meetings and PTA meetings, monthly assemblies, parent workshops and regular meetings and availability of our bilingual (Arabic) Parent Coordinator. The school partners with the Arab American Family Support Center, our long time off-site CBO, to provide services to families of ELLs and ENACT, our on-site CBO.

ESL teacher is also in the process of scheduling parent workshops to share strategies with parents and help assess their needs accordingly.

E. Additional Information

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

Paste response to question here:

School Name: Khalil Gibran IA

School DBN: 15K592

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winston Hamann	Principal		11/15/13
Maria Huliaris	Assistant Principal		11/15/13
Irene Moussa	Parent Coordinator		11/15/13
Fariha Munir	ESL Teacher		11/15/13
	Parent		
Richard Laconi	Teacher/Subject Area		11/15/13
Ilhem Chebout	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Gina Shedid	Guidance Counselor		11/15/13
Alexis Penzell	Network Leader		11/15/13
Sarah Tazghini	Other <u>Testing Coordinator</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K592 School Name: Khalil Gibran International Academy

Cluster: 5 Network: 563

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.

We use the Home Language Survey Form to assess students' written translation and oral interpretation needs. A survey is sent to the parents to inform us of their interpretation needs (either written, oral, or both). After determining their needs, we use both in-house and outside translators for our two major second languages: Arabic and Spanish.

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.

Looking at the Interpretation Needs Survey, we discovered that one of our families need Spanish translation and twenty of our families need Arabic translations. Findings were reported to the school community at grade meetings, parent workshops, PTA meetings, School Leadership Team meetings, and Faculty Conferences.

Part B: Strategies and Activities

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

In order to communicate effectively with the parents of ELLs, we will continue to send home notices to parents in their native language, when available. Full translations or attached blurbs on parent communiqués are used to keep parents informed. Oral and written translation in Spanish and Arabic is provided by our in-house staff to ensure timely provision of documents. Parents will continue to be apprised of events through our monthly calendar, voice messenger, weekly update of the Parent bulletin board and regular updates of our website (www.teachingandlearning.net).

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.

Oral interpretation services will be provided by in-house personnel. We have teachers and other staff (Principal, AP, counselor, SAPIS worker, parent coordinator and dean) who speak the native languages that are needed. These staff members will continue to be available for conferences (both in-person and phone), workshops meetings and parent-teacher conferences to enable parents to be informed and become actively involved in their child's education.

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>.

KGIA will continue to fulfill this regulation by determining within thirty days of a student's enrollment the primary language spoken by the parent of the each student. If such language is not English, it will be determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS as well as on the students' Emergency Card.

We will provide timely provision of translated documents through our existing translating services. During one-on-one meetings when needed, we will provide translation services by our in-house staff. In addition we have sent home the Parent's Bill of Rights and have made parents aware of our translation and interpretation services, including posting the interpretation notice signs in the main office and the parent coordinator's office.

