Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**KNOWLEDGE AND POWER PREPARATORY ACADEMY IV**
DBN (*i.e. 01M001*):	**05M302**
Principal:	**DR. JUAN VIVES**
Principal Email:	**JVIVES2@SCHOOLS.NYC.GOV**
Superintendent:	**GALE REEVES**
Network Leader:	**CHARLES AMUNDSEN**

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
Juan Vives	*Principal or Designee	
Alexandra Fischer	*UFT Chapter Leader or Designee	
Dipraina Severino	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
NA	CBO Representative, if applicable	
Claudio Catedral	Member/ Parent	
Natasha Beyde	Member/ Parent	
Felix Enrique	Member/ Parent	
Glenni Hernandez	Member/ Parent	
Douglas Almanzar	Member/ Teacher	
Patrick Prophile	Member/ Teacher	
Christiana Johnson	Member/ Teacher	
	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- 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, 100% of KAPPA IV Teachers will receive differentiated professional learning, which will serve to further develop teachers' questioning skills strategies and use of varied learning activities. To this end, students will consistently engage in higher order thinking responses and participate in thought provoking discussions that will deepen their learning resulting in a 10% increase in levels 3 and 4 on the NYS ELA and Mathematics assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
• The need to provide teachers with effective, substantial and individualized professional learning experiences; • A review of the 2013 - 2014 quality review report revealed a need for a more focused professional learning in the area of questioning and discussion; • The streamlining of the teacher evaluation process generated a need to focus on teacher understanding of the four Danielson domains and their components; • The need to provide teachers with timely feedback and next steps for improvement of pedagogical practice.

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 participate in weekly grade level and department meetings focused on infusing the tenants of the Danielson Framwork into their daily instruction. **2.** School administration, network personnel and school PD committee will collaborate to create professional learning activities focused on questioning and discussion skills, and increasing student engagement for learners across all grades.
B. Key personnel and other resources used to implement each strategy/activity
1. Network personnel, talent coach, school administration and model teachers will identify and share promising practices that are relevant, rigorous and have real world application.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. School administration will formally and informally observe teacher practice to determine level of implementation of pedagogical strategies introduced/reviewed during professional learning. **2.** Rigor of student work will be measured by task specific rubrics. **3.** Student performance outcomes will be measured using quizzes, tests, projects, midterms, and final examinations. **4.** Progress Reports and Report Cards will be provided to parents four times per year.
D. Timeline for implementation and completion including start and end dates
September, 2014 to June, 2015.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. School Administration will regularly visit department and grade level meetings to assist with the coordination and implementation of CCLS across all grades and oversee implementation of stated initiatives. **2.** Protocols for examining student work will be utilized during grade level and department meetings to ensure alignment with selected Common Core Standards, as well as increase frequency of student lead questioning and discussion; findings will be used to revise unit plans accordingly.

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).
Recognizing that the changes in teacher evaluation impact the entire school community, it is imperative that parents be kept abreast of the implications that the changes may have on their children's learning. To this end, we will conduct parent workshops to explain changes as well as the implications of those changes on the school community. Parents will be encouraged to support our efforts by taking a more active role in providing feedback regarding teacher interactions with students.

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

Goal and Action Plan #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 100% of KAPPA IV Teachers will be trained to implement and utilize varied ongoing assessment practices and analysis of student learning outcomes to guide instructional decisions and make needed instruction modifications to ensure a 10% increase in levels 3 and 4 on the NYS ELA and Mathematics assessments. Teacher progress in this area will be monitored using component 3d (Using Assessment in instruction) of the Danielson 2013 Framework for Teaching.

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.
• Student test results on standardized examinations; • Collection and analysis of informal data; • Recognition for the need to increase level of academic rigor to help students reach Common Core Learning Standards

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
Student data will be disaggregated for identification of gaps in learning. Data Specialist will provide technical assistance with interpretation and analysis of student data.
2. Key personnel and other resources used to implement each strategy/activity
Principal, Assistant Principal, Data Specialist, pedagogical staff, National Teaching Network, Network achievement coaches and independent consultants.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
Performance assessments, baseline, mid-line and end line assessments, state tests, examination of student work, student conference notes
4. Timeline for implementation and completion including start and end dates
August 2014 to June, 2015;
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Department and grade level teams will meet on weekly basis to examine the effectiveness of instructional decisions based on ongoing assessments and analysis of student outcomes; **2.** National Teaching Network will: co-teach, provide one on one coaching to assist teachers with unit and lesson planning and will facilitate common planning sessions; **3.** Talent coach will work with administrative cabinet to identify areas in which teachers' pedagogical practice can be adjusted to further assessment in instruction in order to increase student outcome in ELA and Mathematics; **4.** Pedagogues will participate in ongoing professional learning to further hone their craft in relation to using assessment in instruction.

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).
• Provide multiple opportunities for parents to receive information regarding curriculum and assessment criteria; • Provide parents with strategies to help children navigate assignments; • Utilize school-wide parent events i.e. "Curriculum Nights", "Donuts with Dad", "Muffins with Moms" to provide parents information regarding content specific expectations as well as information regarding the process for making instructional decisions; • Invite parents to school-wide academic celebrations i.e. (award ceremonies, science exposition, etc.).

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015 School leaders will implement regular cycles of observations and provide 100% of KAPPA IV teachers with value added feedback that will inform professional learning opportunities to improve teacher practice resulting in an increase of at least one HEDI scale level for a minimum of two of the eight components of the Danielson Framework for teaching.

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.
In order to improve teacher practice, increase academic rigor, student engagement and performance, and to effectively implement the citywide instructional shifts, frequent classroom visits, accompanied by formative feedback, are necessary. These visits will focus on developing teacher practice as it relates to the school's instructional focus, Hess's Cognitive Rigor Matrix and Danielson's 2013 Framework for Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1. Teacher self-assessment of practice using ARIS Learn; **2.** Refining teacher goals during initial planning conferences; **3.** Utilize teacher surveys to collect data pertaining to teachers' practice;
• **Key personnel and other resources used to implement each strategy/activity**
1. Principal and Assistant Principal will participate in all available professional learning provided by DOE talent coach, Network achievement coaches and independent consultants.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Monitor classroom instruction to ensure alignment with the 2013 Danielson's Framework for Teaching; **2.** Familiarized teachers with the protocol (Advance) that will be used to evaluate pedagogical practice;
• **Timeline for implementation and completion including start and end dates**
August, 2014 to June, 2014
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Initial planning conferences will be conducted with teachers establish instructional focus for the school year; **2.** A minimum of four informal classroom observations will be conducted throughout the school year on all pedagogues; **3.** Written and verbal feedback containing actionable next steps will be provided to teachers; **4.** School-wide and individual professional learning will be offered to teachers based on information gleaned from observations of teacher practice.

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).
To increase parental involvement the school has initiated programs and events that will make parents feel welcome at school by: • Initiating programs such as "Donuts for Dads" and "Muffins for Moms;" • Encouraging parents to "have their say" in decision making that effects their child; • Providing opportunities for open forums wherever possible; • Inviting parents to contact administration and teachers whenever there was a need for clarification and/or to provide feedback; • Actively inviting parents to share all student and staff celebratory events.

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

Goal and Action Plan #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 Staff, students and parents will participate in comprehensive programs designed to promote personal behaviors for success in a safe and collaborative school environment as evidenced by an average 3% increase in student attendance.

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.
• Parent attendance at workshops and school sponsored events, and participation in programs; • Information gleamed from 2013- 2014 school survey; • Feedback directly provided by teacher, student, parents, network personnel, and our in-house community based organizations; • Identifying the importance of social emotional learning and supporting and promoting children's academic progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
• **Strategies/activities that encompass the needs of identified subgroups**
1. Recognize and praised positive behaviors of all students; **2.** Provide students with interventions to help them refocus unsuccessful behaviors; **3.** Create reward system for recognizing student accomplishments related to positive behaviors; **4.** Develop and implement school wide positive behavior expectations.
• **Key personnel and other resources used to implement each strategy/activity**
Parents, parent coordinator, principal, assistant principal, Network, teachers and school's in-house Community based organizations;
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Create benchmarks for implementation of PBIS initiatives; **2.** Frequently monitor progress toward implementation of initiatives and modify timelines where necessary.
• **Timeline for implementation and completion including start and end dates**
1. August, 2014 to June, 2015;
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Schedule monthly assemblies to highlight student accomplishment; **2.** Provide students with incentive for demonstrating exemplary behavior; **3.** Provide students with opportunities to explore the values highlighted by the initiative; **4.** Increase shared decision making to include parents, students, staff and the community.

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).
Inform parents of school goals and objectives as well as the implementation of the PBIS initiatives. Moreover, parents will be encouraged to take a more active role in supporting our efforts to support the social emotional growth of all students. Parental workshops will be aligned to student achievement and implementation of the initiatives. We will collaborate with outside organizations and CBO's to provide students with enrichment services, which will include, but are not limited to arts, sports, character development, dance, and other activities designed to increase student social emotional development. Provide information to parents via telephone calls, emails, and letters, in order to keep them informed of their children's progress; Continue monthly town hall style meetings with our community of parents to address their needs and value their ideas; are valued.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
5. Strategies/activities that encompass the needs of identified subgroups
1.
6. Key personnel and other resources used to implement each strategy/activity
2.
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
8. Timeline for implementation and completion including start and end dates
6.
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
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	• Implementation of Common Core Learning Standards aligned curriculum for ELA teachers on Questioning & Discussion Techniques, Differentiation of Instruction and designing unit and lesson plans. • Professional Learning for ELA teachers. • LightSail technology-based independent reading program • Word Generation vocabulary enrichment • Continued collaboration with Episcopal Social Services to provide after school homework help & develop writing capacity of students.	• Network Achievement Coaches work with teachers on implementation strategies of Expeditionary Learning. • Network Achievement Coaches work with teachers on best practices for lesson Alignment to Common Core Learning Standards. • Common Planning for all teachers to collaborate and plan differentiated instruction for students. • Teachers participate in school-to-school inter-visitations throught The learning Partners Program.	• After school tutoring and Saturday Academy Enhancement of Writing and Literacy skills. • Model Teachers' schedule visits to their classrooms focused on specific promising practice.
Mathematics	• School-wide reorganization of instructional and classroom practices. • Professional Learning for Math teachers to address the needs of all students. • Differentiated instruction to support multiple learners, during the school day. • Continued collaboration with the National Teacher Network • Continued collaboration with Episcopal Social Services to provide after school homework support and tutoring • Collaborate with Pupil Path to provide turoring to students.	• National Teacher Network work with teachers on CCLS in Mathematics. • Common Planning for all teachers to collaborate and plan differentiated instruction for students.	• After school tutoring and Saturday Academy for Math skills enhancement. • Math enrichment during the school day to provide additional support.
Science	• Professional Development for	• Network Achievement Coaches	• Differentiated instruction during

	Science teachers that address the needs of students at risk. • Increased Inquiry Based instructional activities in science classes.	work with teachers in small groups on Strategies and techniques for implementation of the Common Core Learning Standards. • Common Planning for all teachers to collaborate & plan differentiated instruction.	class periods.
Social Studies	• School wide reorganization of instructional and classroom practices. • Professional Learning for Social Studies teachers specifically designed to address the needs of students at risk. • Interdiciplinary collaboration with "RunAway Arts grant" to support multiple learners during the school day.	• Network Achievement Coaches work with teachers on Common Core Learning Standards in Literacy to enhance student-writing skills in content. • Increased utilization of cartoons, and primary and secondary source documents to support understanding of content. • Common Planning for all teachers to collaborate & plan differentiated instruction for students.	• Differentiated instruction during class periods.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Work closely with NY Presbyterian Hospital making referrals as needed. • Behavior Modification plans implemented as needed. • Increased Parental outreach by counselors and social worker for AIS students.	• Mandated special need students meet with counselor and Related Service Providers per IEP mandates. • Guidance Counselors meet with administrative cabinet review services to identified AIS students. • Three day itinerant speech teacher meets with mandated IEP students as per their IEP counseling schedule.	• All at risk students meet with counselor to develop and implement the day and/or after school. • Most at risk and highly emotional students assigned to individual and group counseling • Highly emotional students meet during school day with Guidance Counselor. • DOH health provider provides health-related services during school day. • School health aide provider provides health related service to at risk students during the day.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

2. All elements of the *All Title I Schools* section must be completed*.

1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teachers receive weekly professional Learning facilitated by the school administration, CFN, and independent consultants. Teachers are also provided with opportunities to attend Professional Learning outside of the school setting in order to enhance pedagogical practice. Teachers attending outside Professional Learning turnkey the information regularly.

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).
1. Weekly Professional Learning **2.** Inter-visitations **3.** Coaching **4.** One-on-One meetings

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
1. Guidance Counselor trained in Violence Prevention Program **2.** Funding is allocated for students in temporary housing to ensure they have the materials and supplies necessary to accommodate their learning. **3.** After school/Saturday Academy, individual and/or group sessions.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
1. Weekly to grade & Department Meetings for teachers. **2.** Weekly inquiry team meetings.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 05M302

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

of each program whose funds are consolidated.				
Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$117,576.36	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	$1,370,443.00	X	See action plan

[1]Explanation/Background:

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

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

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

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

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

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

Important Note: The following funds may not be consolidated:

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

Department of Education
Carmen Fariña, Chancellor

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: KAPPA IV	DBN: 05M302
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: _____ Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: The Title III program will target all subgroups of English Language Learners (ELLs), each of who need different supports to enable them to develop conversational and academic English proficiency. The goals of the program are to improve students' ability to succeed in their content courses and demonstrate growth in their NYSESLAT, state math, and state ELA testing. KAPPA IV has a student population of 196 students, of which 29 are ELLs. The students in grades 6, 7, and 8 comprise these three subgroups: - 11 newcomers (0-3 years of ESL; 37.5%) - 7 receiving ESL services (4-6 years of ESL; 25%) - 11 long-term ELLs (6+ years of ESL; 37.5%) The KAPPA IV Title III program will be held afterschool on Wednesdays and Thrursday from 2:15PM to 4:15PM, beginning January until May. One certified ESL teacher and one certified core content teacher will plan and implement instruction in English. Instruction will be supplemented by the following texts: Getting Ready for NYSESLAT and New York ELLs. Students will also learn how to use the appropriate translation dictionary to support their learning of the content in the English language. Students will receive supplies (i.e. notebook, folder, pencil) they will use for the program. Students will explore vocabulary; learn sentence and paragraph structures as well as mechanics and structures of the written language. Students will work on comprehension strategies and how to further develop their ability to think critically about the text. Students will also work on mathematical practices and mathematic misconceptions.

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

Part C: Professional Development
Begin description here: Common planning between ESL and content area teacher will occurs Tuesdays from 3:30 - 5:30 P.M. Our ESL teacher also conducts school-wide professional development every other Friday for 1:30 minutes in order to provide the school community information germane to the instruction of ELLs at KAPPA IV. Some of the topics will be: *Strategize the implementation of specific pedagogical practices designed to improve the learning potential of ELLs. *Ways in which we can support the vocabulary development of our students. *How to effectively design differentiated lesson to meet the need of the ELL population. *How to support parents of an ELL student. Moreover, weekly departmental meetings focus on the implementation of the school's newly acquired Common Core curriculum. Content and ESL teachers are offered opportunities to avail themselves of professional development opportunities provided by our PSO network as well as the office of English Language Learners.

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: Parents will be provided with resources to strengthen their knowledge of the English Language. Each parent workshop will last three hours and be scheduled on Saturdays from 9:00AM to 12:00PM during the months of January, February, March, April, and May. The workshops will provide instruction in two areas: English language development and computer skills. During the first half of each workshop explicit instruction in the oral and written English language will be provided to parents to assist in the development of their conversational and literacy proficiency. The second half of each workshop will support parents' computer skills. Parents will learn how to use Windows and/or Mac computers and programs. The workshops will be facilitated by the ESL teacher, and include translation services and other types of support, as needed. The ESL teacher and assistant principal will schedule ten (10) Saturday classes. Two additional sessions will be scheduled for orientation and closing. The ESL teacher will notify current and former ELL parents via flyers and phone of the workshops. The parent coordinator will assist by communicating with families to encourage their attendance. At least twice during the session, the assistant principal will take a survey to assess parents' needs to help the ESL teacher make instructional modifications. Some light, inexpensive refreshments will be served, which will be provided by the school. The goal is to have at least 10 parents attend each session.

Part E: Budget
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.
Allocation Amount: $11200

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) • Per session • Per diem	$6,950: $1,590 Parent Workshops $5,360 Afterschool Program	Per session pay for teachers in after-school and Saturday classes.
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	3,550	. Attanasio & Associates: Getting Ready for NYSESLAT - Teacher's Guide (grades 7, 8) Getting Ready for NYSESLAT - Student Pack (grades 6, 7, 8) Arabic-English dictionaries Spanish-English dictionaries HaitianCreole-English dictionaries French-English dictionaries 2. Ingram Publishers: Japanese-English dictionaries Vietnamese-English dictionaries 3. Continental Publishers: New York ELLs 3. Staples: Notebooks Folders Pencils/Pens
Educational Software (Object Code 199)	_____	_____
Travel	500	Ellis Island & Statue of Liberty tour. Museum of the City of New York.
Other	200	Light Refreshments
TOTAL	**11,200**	_____

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 05	Borough Manhattan	School Number 302
School Name KAPPA IV		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Juan Vives	Assistant Principal Cynthia Qasim
Coach	Coach
ESL Teacher David Martinez	Guidance Counselor Corey Levine
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Rosa Jaquez
Related Service Provider Jacqueline Vargas	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not 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	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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)	199	Total number of ELLs	31	ELLs as share of total student population (%)	15.58%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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							1	1	1					3
Pull-out							2	4	2					8
Total	0	0	0	0	0	0	3	5	3	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	**Newcomers (ELLs receiving service 0-3 years)**	14	**ELL Students with Disabilities**	3
SIFE	3	**ELLs receiving service 4-6 years**	13	**Long-Term (completed 6+ years)**	4

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14	3		13		3	4			31

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	14	3	0	13	0	3	4	0	0	31
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	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							8	5	2					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							5		1					6
Haitian									1					1
French								2						2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	3	2					7
TOTAL	0	0	0	0	0	0	15	10	6	0	0	0	0	31

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)							3	4	0					7
Intermediate(I)							6	3	2					11
Advanced (A)							5	4	4					13
Total	0	0	0	0	0	0	14	11	6	0	0	0	0	31

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	13				13
7	8	1			9
8	4	2			6
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The students'reading levels are assessed using DRA2. Based on the results of the data, all of the students are reading below grade level. At the very minimum, teachers will provide differentiation instruction - tasks, texts, processes, and support - to support the needs of our ESL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the results of the New York State Englisgh as a Second Language Achievement Test (NYSESLAT) in our ESL program 13 of our students are at the advanced level, 11 are at the intermediate level and 7 are at the beginner level.
From analysis of the results of the NYSESLAT, there are certain data patterns noted across proficiency levels and grades. We use the patterns across the four modalities to make instructional decisions. The progress made varies with the student and is dependent on the literacy level in the native language, the amount of time spent in an academic program in the native country, the quality of the program/school in which the student participated, etc., as well as the student's personality. Some students appear to progress very quickly and others seem to make no progress; but this is not a true indicator, since the amount of time a student spends in a passive stage varies and is not a predictor of language acquisition. In our ESL program, the students also usually progress at their own speed. An additional factor which influences growth and progress is the continuity, or the consistent time in the country. It is difficult for students who have alternated between living in an English speaking school system and a Spanish speaking school system. We address all four modalities in all classes; we do however, spend more time on activities which lead to improved reading and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
We are currently learning how to use the tool. We are inputting the data and will be seeking assistance when needed.
4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The assessment was just completed. We will make analyze the information and make instructional decisions based on the data.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers provide instruction that supports students' building of their English language skills. Their lessons provide students with an opportunity to express their thoughts and/or understanding of the concepts being taught via speaking and/or writing. Students build their listening and conversational skills during group discussions and class presentations. Students are encouraged to read various types of texts reflective of their reading levels in order to build their reading skills. Additionally, in conjunction with the ESL teacher the content area teachers create lesson plans that incorporate ESL strategies.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ELL students are assessed using DRA2 in the beginning of the year. Based on the results, goals are created for each student. Throughout the year, students are assessed formally and informally by the ESL teacher and their general education teachers. Progress towards the students' goals are regularly checked. Using DRA2, the students are assessed again at the end of the year.

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.)

On the day of enrollement all parents are interviewed and provided an overview of KAPPA IV's rules and regulations by the Parent Coordinator. During the orientation, the Parent Coordinator identifies students who have never been enrolled in the Department of Education. A Home Language Identification Survey (HLIS) is administered. If parents indicate that their child's native language is a language other than English, the ESL teacher meets with the family. The meeting is conducted in English and/or in the family's native language (whenever possible). Mr. David Martinez, the school's ESL teacher, currently holds _____, is qualified to conduct the initial screening, administer the HLIS, administer the LAB-R (if necessary), and conduct the formal initial assessment.

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.

   If the parent indicates that their child's first language is not English, the ESL teacher meets with the family. Information regarding the three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) is provided to the family on the day of enrollment.

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].)

   Currently, Freestanding ESL is the only program offered at KAPPA IV. The benfits of the program is explained to the parents.

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.

   Students who have been identified as an ELL are placed in a general education class. Since the level at which the student performs is unknown, students receive 360 minutes of ESL instruction using the push-in/pull-out model. The appropriate code is put into ATS so that parents receive information in their native language (when available).

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

   The testing coordinator and the ESL teacher meet to create testing timelines to administer all sections of the NYSESLAT according to the testing windows set by New York State. Since the speech section of the NYSESLAT cannot be administered by the ESL teacher, it is administered by a pedagogue who is trained. Students are tested individually within the administration window. For the remaining sections of the test, Reading, Writing, and Listening, students are grouped into two levels - grade 6 and grades 7/8. The ESL teacher obtains the testing materials from the testing coordinator who ensures the tests are secured. The ESL teacher signs the testing materials out and in to ensure the security of the test. When testing materials are signed in, the testing coordinator packages the materials according to the city's test packaging guidelines.

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

   After reviewing the Parent Survey and Program Selection forms, as well as, the ELPC screen in ATS we have identified that our parents most commonly chose ESL as their preferred program. 73% of our parents chose Freestanding ESL as the program of choice. We will continue to monitor parent choice to monitor and identify trends.

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])?

    Students receive ESL services using the push-in and pull-out models. Push-in periods are done during ELA periods twice a week. Students are pulled out of general education classes in order to receive direct ESL instruction. The number of periods they are pulled out are in accordance to their mandates. Groups are heterogeneous (mixed proficiency levels).
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)?

    There is one teacher on staff who delivers ESL instruction. The number of instructional minutes students receive according to students' proficiency levels is currently in compliance. Students at the advanced level receive 180 minutes of ESL instruction per week, 2 periods of push-in and 2 periods of pull-out services. Students at the beginning and intermediate levels receive 360 minutes of ESL instruction per week, 2 periods of push-in and 6 periods of pull-out services. Students in sixth grade receive an additional 150 minutes of weekly ESL instruction during Extended Day.
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.

    Students in grades 6 and 7 receive 8 periods of ELA, 8 periods of math, 4 periods of science, and 4 periods of social studies instruction weekly. Students in grade 8 receive 8 periods of ELA, 8 periods of math, 5 periods of science, and 5 periods of social studies instruction weekly. The workshop model is used in order to provide students with the appropriate supports. The first five to seven minutes of a period is devoted to informally assess students' knowledge or review the material covered during the previous lesson. The next 10 minutes are used to model a strategy or teach a concept. Students then get to practice the skill either independently , with a partner, or with a group. During practice, the teacher confers with the students and based on assessments may offer additional support for students in the form of guided groups, or differentiation of the task, content or process. Activities throughout the unit are scaffolded in order for students to develop the skills/knowledge necessary to successfully complete the unit project which reflects the instructional objectives of the unit. The unit project and activities throughout the unit are aligned with the Common Core Learning Standards. Teachers are also adjusting the way in which they ask questions during class, and design questions on worksheets, quizzes and tests so that the questions are academically rigorous. The last 10 minutes are used to assess student progress. Teachers design the next lesson based on the results of the various assessments throughout the class period.

    Throughout the core subject areas, reading strategies are emphasized. Teachers acknowledge student gaps in reading and writing skills. As a result, teachers ensure that students have the opportunity to practice a particular reading skill during class. ESL strategies discussed during meetings and/or PD are implemented as well.

    The ESL teacher pushes in twice a week in the ELA. He works with students individually and/or in guided groups. Students are assigned the same task as their peers, however, ESL strategies are used to support their development. During pull-out, students are given explicit ESL instruction.

    Students in our Freestanding ESL program in grade 6 receive an additional 150 minutes of ESL instruction during extended day.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    We currently lack the resources to appropriately evaluate our ELLs in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    Instruction addresses the four modalities of English acquisition throughout the curriculum areas. Students are provided with opportunities to practice reading, writing, verbal and listening skills during push-in and pull-out.

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).

We provide push-in services for small groups for our ESL students in their ELA classes. By providing designated students with small group instruction, they are able to make progress in learning the strategies and skills in which they are deficient. We will established an ELL Academy to provide additional services after school and on Saturdays. We will provide 3 hour instructional sessions for 3 – 4 days during each extended school vacation.

During the year letters are sent home explaining the program and asking parents to sign up their children. The letters are distributed at Parent-Teacher conferences in November and February. Our parent coordinator makes calls to parents to explain the program and encourages them to register their children. Additionally, she contacts parents when students are absent to impress upon them the importance of continuity of instruction and regular attendance in the program.

Our long-term ELLs receive ELA instruction as well as ESL services as part of their weekly schedules. The ESL teacher will also push-in with students at-risk, concentrating on long-term ELLs. Small group instruction allows the student to receive instruction geared to his/her specific needs. The teachers confer in planning sessions. They examine the data and determine the students' deficiencies and then plan programs to strengthen the students' skills. The long-term ELLs are also encouraged to participate in the ELL Academy on Saturdays, after school and during vacations. In addition, some of the students will participate in various test prep programs offered by the school.

ELLs identified as having special needs receive ESL services and special education services. In both cases, the students receive small group, targeted instruction. The ESL teacher works on the language deficiencies and the special education teacher works on the needs identified in the IEP. Students with special needs are also encouraged to participate in the ELL Academy to strengthen their language skills.

The beginner and intermediate level students are mandated for 360 minutes of ESL instruction per week. The advanced level students are mandated for 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. The class with intermediate and advanced level students receives 180 minutes of ESL instruction and 360 minutes of ELA instruction per week. All of our ELLs receive at least 450 minutes of English Language Arts per week, which is above the state mandate. Instruction is provided by certified teachers. Each of our classes serving ELLs has 12 or 13 periods of ESL/ELA push-in services per week.

Explicit ESL plays a very important role in instruction for our ELLs. Our ESL teacher incorporates activities to develop the students' skills in listening, speaking, reading, and writing in both programs. For example, the ESL teacher incorporates choral/group readings to provide a "safe" environment for practicing the pronunciation and fluency of words and phrases. Listening centers allow students to listen to different voices and train their ears to become attentive to the sounds of the English language. Concurrently, students internalize the language patterns and structures in a non-threatening atmosphere. Peer groups are set-up to provide opportunities for students to share vocabulary and language expressions as well as ideas before sharing in a whole class setting or have to put their words down on paper. Brainstorming, webs and other organizers are activities which develop vocabulary and phrases within groups to prepare students for independent written work. All teachers scaffold speaking, listening, reading, and writing with developmentally appropriate activities to enable students to master skills and complete higher level activities.

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?

Activities that are available on EngageNY that are aligned with Expeditionary Learning and the Common Core Learning Standards are incorporated within the ESL curriculum.

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?

Explicit ESL instruction scaffolds the learning to enable students to accomplish higher level tasks and work independently in the reading and writing workshops. Finally, we provide opportunities for ELLs and SWDs to participate in all extra curricular activities regardless of hteir language level and also provide non ESL teachers with professional development designe to promote a better understanding of the specific needs of ELLs and SWDs.

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   ELL students in grade 6 receive an additional 150 minutes of instruction during extended day. Additional targeted intervention programs include after school programs and/or Saturday Academy. Students receive remedial instruction in ELA and math. Instruction is delivered in English. Students are selected based on performance on last year's state exam, this year's report card grades, and assessments made during class.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    All of our teachers are aware that they are teachers of ELLs. As such, instruction during the regular school day is differentiated to support students' needs. They have been given data generated from ATS and discuss analysis of the data with their grade colleagues during Professional Development, Grade Level, and Department meetings. They also collaborate with the ESL teacher on a weekly basis.
11. What new programs or improvements will be considered for the upcoming school year?
    Currently, administration is looking into purchasing and implementing the Great Leaps and Achieve 3000 programs.
12. What programs/services for ELLs will be discontinued and why?
    None of the programs/sevices will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    All of our students are afforded equal access to all school programs equally. Information is provided to families via flyers, e-mail, telephone calls, meetings, etc. Information is provided in all available languages.

    Students also receive instruction on test prep strategies for NYS ELA exam and NYSESLAT.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    Students are provided with the mandated materials for each curriculum area. Students are free to use the library to check-out books. Additionally, teachers can sign-up to use technology in their room (portable laptops) or in the computer lab.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    The native language support is delivered, when applicable, as a way to confirm understanding of tasks and/or concepts, and to build student rapport and confidence.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    At minimum, students receive their required number of minutes weekly of ESL instruction. Instruction is tailored to students' needs as identified by formal and informal assessments.
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.
    Parents and students are welcomed to attend at least one orientation describing the ESL program.
18. What language electives are offered to ELLs?
    Currently, the language elective offered is Greek.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    N/A

C. Professional Development and Support for School Staff

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

Since ELLs are expected to meet the same standards as all students on their grade level, teachers are welcomed to participate in Professional Development workshops that are held by FHI360 and the NYCDOE. Information regarding upcoming professional development workshops is given to the teachers on a weekly basis. One Friday per month during the grade level meetings, teachers discuss the progress of their ESL students, and they share ideas on effective strategies. Additionally, current trends are discussed.

Professional Development meetings facilitated by administration and/or the ESL teacher focus on analysis of data from ATS, ARIS, STARS, etc., the implication of instruction based on data analysis, strategies, differentiation of instruction, overview of the ESL program, overview of student goals, and ELL compliance. Workshops also cover items based on teacher observations and teacher surveys.

Additionally, the teachers plan with the ESL teacher weekly. Teachers are encouraged to conduct inter-visitations. Effective instructional practices specifically designed to help ELLs with language acquisition are the focus of some of the inter-visitations. The assistant principal and ESL teacher have supported the Guidance Counselor in effectively identifying program options, such as Dual Language, Bilingual Programs, New Comers, and a variety of other programs, that will support our ESL students' transition into high school.

Teachers will attend a minimum of 7.5 hours (10 hours for special education teachers) of ELL training both inside and outside the school. Administration closely monitors attendance to ensure these hours are met.

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?

All members of the school faculty and staff are charged with continually recruiting parents to participate in all aspects of the school community. Our Parent Coordinator uses various methods including distribution of flyers, phone contact, scheduled meetings, and focused workshops to promote family invovlement in the school community. Parent meetings provide families with strategies to support their child academically, socially, and developmentally. During curriculum nights parents have an opportunity to obtain information about what their child is learning. Parents are also given information about Citywide Expectations, Common Core Learning Standards, and standardized exams. Parents are encouraged to take on leadership roles in the School Leadership Team (SLT), Title I committee, and the Parent Teacher Association (PTA). We also provide parents ample opportunities to showcase their individual and collective talents in a manner that is mutually beneficial to themselves, their children and the school community. Through Parent surveys, we evaluate the needs of parents and discover the perception and feelings parents have about school life.

When parents enroll their child at KAPPA IV after the initial orientation they are also welcomed to attend at least one informational meeting regarding the ESL program.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: KAPPA IV		School DBN: 05M302	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Juan Vives	Principal		11/15/13
Cynthia Qasim	Assistant Principal		11/15/13
Rosa Jaquez	Parent Coordinator		11/15/13
David Martinez	ESL Teacher		11/15/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Corey Levine	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M302 **School Name:** KAPPA IV

Cluster: 05 **Network:** CFN511

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.

Currently, the ESL teacher, parent coordinator, and principal translate lerrers, reminders, and other sources of information that are delivered to our families' homes. At least two peole proofread the letters to ensure language accuracy.

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.

Translations are needed for families in Arabic, Creole, Spanish, and Vietnamese. Although students are given written documents they sometimes fail to provide the dociments to their family. Consequently, the information is either received late or not all.

Part B: Strategies and Activities

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

The translation of documents into Spanish will continue to be completed by the ESL teacher, the Paprent Coordinator, and the Principal. All available language translation services (sign language, and Languages other than Spanish and English) provided by the Department of Education will also be utilized as needed.

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.

The Parent Coordinator, Community Associate, ESL teacher, and other faculty and staff who speak a language other than English will be utilized to communicate orally with parents and/or families.

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.

A copy of the Bill of Rights and Responsibilities will be distributed to families whose primary language is not English. Translated signs explaining the availability of translation services will be displayed on the Parent information board. Information regarding parents' accessibility to the school during emergencies will be further explained in Percy E. Sutton Educational Comples M136 Safety Plan.