

2013-2014

**COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

UPDATED 2014-2015

School Name: KNOWLEDGE AND POWER PREPARATORY ACADEMY (KAPPA VI)
DBN (i.e. 01M001): 27Q282
Principal: MR. GARY DUMORNAY
Principal Email: GDUMORNAY@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: JOANNE BRUCELLA

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
Mr. Gary DuMornay	*Principal or Designee	
Ms. Jennifer Figueroa Cantey	*UFT Chapter Leader or Designee	
Ms. Tascar Jones	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Mrs. Chancellor	Member/ Parent	
Mrs. Branch	Member/ Parent	
Mrs. Slaughter	Member/ Parent	
Mrs. Sukhram	Member/ Parent	
Marnie Ponce	Member/ Teacher	
Mr. Joseph Young	Member/ Assistant Principal	
Andrea Johnson	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, at least 10% of all English Language Learners (ELLs) who were continuously enrolled in MS 282 from October 1, 2014 to June 1, 2015, will increase one proficiency rating on at least one of the two combined sections of the NYSELAT

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.

After conducting a school wide summative assessment last year and examining the data of 2013-14 school progress report, it was determined that all student groups showed an increase in writing organizational skills performance as evidenced on the 2013-14 New York State English Language Exams, except for the English Language Learners. As a result, we have made progress in reading and organizational writing for our English Language Learners subgroup a priority goal for the school year.

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. Teacher Team Meetings to analyze English Language Learner data with a foci on reading and organizational writing
2. Monthly Administrative /Teachers meetings focused on ELL data and strategies for improvement

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

1. Teacher Teams/Administration
2. Teachers/Administration

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

1. Use SuccessMaker Literacy math Program research based intervention as a technology tool to provide intervention in organizing their writing skills and monitor progress twice a week
2. Administration will conduct Frequent observations to monitor improvement in teacher practice and suggest next steps for improvement.

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

1. By February 2015, will administer post-tests of Second Quarter assessments and SuccessMaker to measure progress for all ELL's population
2. Ongoing from September 2014 to June 2015.

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

1. Students that are identified as intermediate and advanced ELL will be mainstreamed in the general education population; students that are re identified as beginners will receive additional support as push in model from the reading specialist teacher
2. English Language Learners' teachers will attend professional development workshop session every month with the Network support

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).

- 1 English Language Arts and English Language Learners' teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- 2 The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great

Expectations, New York Kids Learn).

- 3 Parent Coordinator will host bookmaking and storytelling workshops for parents.
- 4 The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- 5 The school will create and distribute a parent handbook that is translated in all the dominant languages.
- 6 Parents will be trained on how to use ARIS Parent Link.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 100% of teachers will possess a normed understanding of the competencies 3b from the Charlotte Danielson's Framework for Teaching. Included in the teacher evaluation and development system will be improved pedagogy by focusing on questioning and discussion techniques and student engagement to improve pedagogical delivery for all students

Comprehensive Needs Assessment

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

- Based on KAPPA VI 2012-2013 Progress Report, 21% of the students scored at levels 3 or 4 on New York State English Language Arts standardized tests.
- Based on the PPO 2014-2015, there is need for an increase of rigorous instruction. The increased use of differentiation as a strategy to help move students to the next level on English Language Arts standardized tests is needed.

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. Monday Professional Learning Opportunities based on teacher needs and observed needs
2. Teacher support meetings for select teachers with Assistant Principals/Coaches
3. New Teacher Workshop for teachers teaching less than one year at MS 282
4. Frequent observations to identify professional strengths and needs
5. Inter-visitations for job embedded professional development

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

1. Network; Administration; talent coach
2. Administrators; teachers
3. Coaches/Administrators/Lead Teachers
4. Administrators
5. Teachers/Coaches/Lead Teachers

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

1. Formal and informal observations evaluate the impact of feedback on teacher practice

2. Improved results on interim and end of unit assessments
3. Classroom implementation of strategies presented
4. Danielson Framework rubric based observations
5. Reflection sheets following inter-visitations

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

1. Ongoing from September 2014 to June 2015
2. Ongoing from September 2014 to June 2015.
3. Ongoing from September 2014 to June 2015
4. Ongoing from September 2014 to June 2015
5. Ongoing from September 2014 to June 2015

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

1. Monthly Principal and Assistant Principal Conferences are provided by the Network that develop a deeper understanding of the Danielson Rubric
2. Monthly visits by the Talent Coach support administration in identifying and suggesting next steps.
3. Time has been allotted into teacher's schedules to allow for administration to provide professional development in the Danielson Framework.

Strategies to Increase Parental Involvement

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

1. Parent workshops will be held to promote parent engagement and an understanding of the teacher evaluation system and how it impacts student learning.
2. The Parent Coordinator and other staff members attend regularly schedule parent meetings to share information and respond to parent questions and inquiries.

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
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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, all students will demonstrate progress towards achieving math state standards as measured by a 10% increase in students scoring in levels 3 and 4 as evidenced on end of year school-wide math post-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.

Based on the KAPPA's progress report 2013-2014, 22% of the students scored at levels 3 or 4 on mathematics standardized tests.

- Based on the PPO, there is need for an increase of rigorous Mathematics instruction. The increased use of differentiation as a strategy to move students to the next level on Mathematics standardized tests is needed.
- Based on the Inquiry Team work at KAPPA, analysis of student work indicates that the rigor of performance based tasks needs to be improved

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Monday Professional Learning Opportunities/Extended Day Focus on mathematical strategies
2. Lead teachers/Coaches/mentors will model math lessons and design lessons in mathematics
3. Colleague inter-visitations to view math lessons
4. Weekly meetings with Coaches/Assistant Principals for select teachers and New Teacher Workshops
5. Professional development will be given on CMP3 to support staff in the implementation of the new curriculum to increase rigor and the use of differentiation in their teacher practice.

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

1. Teachers/Administrators
2. Lead Teachers/Coaches
3. Teachers/Lead Teachers
4. Coaches/Assistant Principals
5. Network Staff

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

1. Classroom observations with a focus on implementation of math strategies
2. Student data on unit assessments
3. Reflection sheets following inter-visitations
4. Professional Development needs assessment from all staff
5. Network feedback following learning walks with a focus on math

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

1. Ongoing from September 2014 to June 2015.
2. Ongoing from September 2014 to June 2015
3. Ongoing from September 2014 to June 2015
4. Ongoing from September 2014 to 2015
5. Ongoing from September 2014 to 2015

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

1. Coaches will provide support on an as needed basis
2. Teachers will provide professional development to each other
3. Teachers/Lead Teachers will mentor their peers
4. Administrators will monitor data and professional development needs
5. Network and citywide training will be utilized to continue to support teacher implementation of CMP3

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).

1. The Parent Coordinator will plan at least one workshop per month for parents. These workshops will focus on working with their children to improve their academic success.
2. The School Administrators will plan one workshop per month that will follow the monthly PTA meeting. These parent workshops will focus on Using school provided tools to assist their children with homework, Understanding what their student will need to know the Common Core State Curriculum. Understanding the timeline, format and content of the NYS Assessments. Utilizing resources to provide their child with extra help for

academic areas in need of improvement.

3. Each event at the school will have a sign in sheet in which parents will ask parents to provide their contact information. ,One parent from the PTA is designated to call all of the parents from this library, and one parent is designated to email all of the parents from this library, to increase the parent involvement for future events.
4. Parents and Administrators will be available during each Open School Evening and during each Parent/Teacher Conference to facilitate the registration of parents for events and online school websites, such as ARIS and Engrade.
5. A school website is created to keep parents up to date on all school events.
6. Homework for all classes is now posted online.
- 7 All grades are posted online (Engrade). Parents can register in order to track their child’s academic progress and message teachers.

Budget and Resource Alignment

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

Goal and Action Plan #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.

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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. 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.										

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. 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	English Language Arts AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS Coach English Language Arts Program. In addition, Successmaker literacy web-based programs will be used to address specific individual needs of cadets.	Small group instruction	During school day and After School
Mathematics	Mathematics AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS Rallye Test Preparation Program. In addition, the Study Island and SuccessMaker programs will be used to address specific individual needs of cadets.	Small group instruction	During School and After school
Science	Science AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors use previous State Examinations as a resource to focus on key skills that are	Small group instruction	During School and After School

	assessed on the NYS examination.		
Social Studies	Social Studies AIS is accomplished in the afternoon hours on Tuesday through Thursday. Here, cadets receive additional instruction that focuses on strategies that will facilitate the academic achievement desired for individual cadets. Professors will use the NYS DBQ workbook and previous State Examinations as a resource to focus on key skills that are assessed on the NYS examination.	Small group instruction	During School and After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Follow up to CBO- based upon evaluation. In these meetings, it was decided that one-to-one meetings are not necessary with school psychologist. The school-based psychologist provides school-based assessments on academic interventions and suggests strategies to improve performance. Various scaled assessments are used to accomplish this task. The Social Worker follows through on school-based referrals. One on one counseling is provided on an as needed basis.	Small group instruction	During School and After School

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

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

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB.

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).
<ul style="list-style-type: none"> • Teachers meet in grade/content teams to generate grade-specific comprehension focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS. • Teachers and supervisors track students' progress on benchmarks, NYC ELA/Math benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. • Teachers meet in grade and cross teams to analyze data for trends to generate grade-specific foci for instruction based on the needs they noted among students. They align that instruction with the CCLS. • Teachers and supervisors track students' progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given to the major clusters in mathematics, as reflected in the CCLS> • Involvement of the Pupil Personnel Team (PPT) to address higher at-risk behaviors as soon as possible and presentations by various staff members at professional learning opportunities outline school's progress towards reducing numbers of suspensions/removals. When student focus is maintained on tasks at hand, the better able students will be to meet the expectations of the CCLS. • Paraprofessionals are included in professional learning opportunities offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Mentors will be assigned to support new and un-qualified teachers

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Data inquiry Team examines the item analysis from the formative and informative assessments, share the data outcome with the grade and subject teachers during team meetings twice a week. Teachers use the data inquiry team analysis to write pre

and post assessments that are aligned to CCLS and college readiness

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: 27Q282

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

Directions: All School Wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$116,744.76	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,389,071.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 282
School Name KAPPA VI		

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

Principal Gary DuMornay	Assistant Principal Jeanne Cirone
Coach type here	Coach type here
ESL Teacher Kathleen Smyth	Guidance Counselor Jennifer Figueroa-Cantey
Teacher/Subject Area Caitlin McCormack/ Special Ed.	Parent Mirna Flandez
Teacher/Subject Area Nicole Lucatuorto/ELA	Parent Coordinator Tamika Russell
Related Service Provider type here	Other Joseph Young, AP/Dean
Network Leader(Only if working with the LAP team) Joanne Brucella	Other J. Bernadette Mahoney, PAS

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	261	Total number of ELLs	12	ELLs as share of total student population (%)	4.60%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	4	1	1	5	0	0	3	0	0	12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	1	1	5	0	0	3	0	0	12
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0				0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	0	0	0	0				0	0	0	0
	A	0	0	0	0	0	0				0	0	0	0
	P	0	0	0	0	0	0				0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0				0	0	0	0
	I	0	0	0	0	0	0				0	0	0	0
	A	0	0	0	0	0	0				0	0	0	0
	P	0	0	0	0	0	0				0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	5	0	4	0	0	0	11
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other _____	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
This year KAPPA VI administered the Teacher's College Reading and Writing Project's Running Records. We found that 10 of the ELLs had an Independent Reading Level Benchmark of 1 (well below grade level standard), and 2 had an IRL Benchmark of 2 (approaching grade level standard). Most of the miscues were from verb tense confusion and dropped endings, and the students

reading was choppy (not fluent). Additionally, the students were not able to comprehend higher level texts even if they decoded with 96% or greater accuracy, often because they were reading word-to-word. This shows the school that more reading instruction needs to take place with the ELLs, both at their reading level to build fluency and comprehension, and on grade level with appropriate supports to build understanding.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Eleven of our ELLs are at an advanced level; one is at an intermediate level. Of the eleven, 4 have been with us at KAPPA for at least one year and have shown growth (2 had started here as Intermediate ELLs). What is preventing them from reaching proficiency is the reading and writing modalities. We are currently assessing the new students (7 6th graders and 1 7th grader) to get a better idea as to what is preventing them from reaching proficiency. The LAB-R has not been administered at KAPPA VI in the last two years, so no data is available.
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](#))

Annually the NYSESLAT modality data is reviewed by the administration and ESL teacher, in conjunction with the ELA teachers and instructional cabinet. Over the past three years, we have found that the modality of reading and writing is a critical area for our ELLs. This has affected not only their NYSESLAT scores/proficiency but also their NYS ELA scores. We have used this data specifically to target the reading and writing behaviors of our students, through assessing reading comprehension using running records and regular writing samples with rubric based guidance for improvement. Direct reading and writing instruction have been included across the content areas, and technology supplements have been purchased to provide additional instruction with reading and writing. The data also reveals that our students have generally scored proficient in listening and speaking. We continue to encourage growth in these areas, though, through read-alouds, student oral presentations, and addition of a drama class in all three grades.

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?

Our ELLs have an inconsistent pattern in exams taken in English. Testing accommodations of time extended, separate location, and use of a glossary where appropriate are put in place for all exams (state and local) in order to allow for each student to perform his/her best. We administer the ELL Periodic Assessments twice a year and school leadership and teachers review the results to ascertain how students are making progress in the modalities. Over the past few years we have found that the ELLs had performed higher on the Periodic Assessment than on the NYSESLAT, so we are cautious when thinking of it as an indicator for NYSESLAT results. We do use it as a tool to measure growth in the modalities, particularly in reading and writing. Native language is used to help students attack unfamiliar words, by using roots, cognates, and etymology.

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](#).)
Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?
All content area teachers have been provided with the glossaries for their subject area and the expectation of incorporating the native language into lessons as much as possible (vocabulary terms, word etymology). The ESL teacher offers content teachers strategies for guiding second language development through teacher team meetings. When discussing a student's weaknesses in a subject, we dissect the data to decide whether the weakness is based on the child's second language development or another factor. We use data from a variety of sources, including baseline and benchmark exams, curriculum and teacher-created assessments, state exams, running records, computer-based assessments, and observations. In ELA the teachers have incorporated more direct reading instruction for ELLs who struggle with decoding and fluency. In other content areas, introduction of vocabulary and key terms has been infused into lessons to expose ELLs to more words and phrases which may be unfamiliar.

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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs for ELLs are evaluated through state ELA and NYSESLAT exam scores (student performance and growth) as well as growth on local assessments, such as running records, computer based assessments and performance tasks. For example, cadets who have gained proficiency on the NYSESLAT is one indicator of success of our ELL program. Additionally, cadets who have

made gains on the NYS ELA show the success of the program, as well as a mid-to-high growth percentile. On a more informal scale, cadets showing progress in independent reading level over the course of the year or an increased Lexile score on a computer based assessment also demonstrates to us that our program is successful.

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](#).)
As students are admitted to the school through an application process, upon the admission of an identified ELL student, the school LAP team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development. The majority of students are admitted to KAPPA VI from local NYC Elementary Schools, and so their ELL status has already been determined. For the few incoming students who are not admitted from other NYC schools, within the first 10 days of the student's enrollment, the Home Language Identification Survey is completed with the parent by Kathleen Smyth, ESL teacher, and a native language translator, if necessary. The completion of the survey is accompanied with an informal oral interview to learn about the student's school history. The surveys are reviewed by the assistant principal in conjunction with the ESL teacher, Kathleen Smyth, and the data is entered into ATS. If it is determined that a language other than English is spoken in the student's home, the child is administered the LAB-R; the Spanish LAB-R is administered to those students whose home language is Spanish and who score below proficiency on the LAB-R. If it is determined that the student is eligible to receive ELL services, an entitlement letter is sent to the parents, and a parent meeting is scheduled. At this meeting, the Parent Orientation video is shown to the parent by Mrs. Smyth, as well as a native language translator, an explanation of the three program options is made, and the Parent Survey is completed. The option availability is explained to the parent (see number 2 below), and the student is placed in program. At the completion of the process, a placement letter is sent to the parents.
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.
Within the first 10 days of a new student's enrollment, the process described in number 1 above is accomplished. Following the administration and scoring of the LAB-R, the parents are invited for a conference to discuss the data and next steps. The Assistant Principal, ESL teacher Kathleen Smyth and the Parent Coordinator meet with parents to inform them of the eligibility for ELL services, to explain the three types of instructional programs for their child(ren) and to facilitate a parent choice. At this meeting a description of all three program choices (TBE-Bilingual Program, Dual Language Program and ESL Program) is shared with parents as well as the fact that the only option at our school is freestanding ESL. As parents have already chosen to have their child attend KAPPA VI, they prefer the ESL program so that their child can attend this school. This is also built into our application process; this question is addressed during our open houses and is shared with the feeder elementary schools. In the seven years of KAPPA's existence, 100% of the parents have chosen to stay at KAPPA in the ESL; none have ever opted to leave for a different program.
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 [\[see tool kit\]](#).)
Entitlement letters (initial and continued), parent surveys, program selection forms, and placement letters are distributed in September of each year by the ESL teacher following a review of the prior year NYSESLAT data for continued eligibility and incoming student information. All parents of students eligible for ELL services receive an entitlement letter and parent survey/program selection form, which is returned to the ESL teacher directly. Phone outreach is made to parents who do not return the letters/forms. The ESL teacher stores all returned forms in her data binder/ student folders.
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.
When students are first admitted to KAPPA VI, we review their LEP status to determine eligibility and send letters and program

surveys to their parents. We also review the continued eligibility of continuing students, and issue eligibility letters to all students identified as LEP. Following this outreach (eligibility letters) and conversations with the parents, including the program selection survey, students are placed into an ESL instructional program. Due to the structure of KAPPA VI, there have not been sufficient students of one language group on a grade or contiguous grades to organize a bilingual program for any one language group. This is explained to the parents in our conversations, who consider the three program options but then choose for their child to remain at KAPPA VI and receive services in an ESL instructional program. Following these conversations and return of eligibility letter forms and surveys, the ELPC screen is updated by the pupil accounting secretary or assistant principal in collaboration with the ESL teacher.

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.

Throughout the year the ESL teacher and the Assistant Principal keep records of all students eligible for NYSESLAT testing. This includes frequent accessing of ATS or ARIS reports, such as the current ELL report (RELC). These students are also interimly assessed with the materials offered through the NYC DOE. As the dates of the NYSESLAT approach, all students who are identified as eligible for the NYSESLAT and who will be tested are given letters for their parents to let them know that the test is coming up and the approximate dates their child will be tested. Due to the small number of students being tested, it has never been a problem to get all of the testing done within the time frame. A schedule is set for each component and followed or modified as the testing progresses. For example, speaking is scheduled as early as possible to ensure its completion before the other three components can be administered. Then the remaining three components (listening, reading and writing) are each administered separately to the grade bands on the same school day over the course of a week (i.e., Tuesday, Listening is administered to all ELLs in two sessions for the two grade band groups (5-6 and 7-8); Wednesday, Reading is administered in two sessions to the two grade bands; and Thursday the Writing is administered in two separate session for the two grade bands). Again this is done early in the window so there is time for makeups.

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. 

We review the program selection options annually as we prepare and plan for scheduling. The trend in the program selection data over the past few years has indicated that 100% of our parents have chosen a freestanding ESL program. As parents have already chosen to have their child attend KAPPA VI, they prefer the ESL program so that their child can attend this school. This is also built into our application process; this question is addressed during our open houses and is shared with the feeder elementary schools. In the seven years of KAPPA's existence, 100% of the parents have chosen to stay at KAPPA in the ESL; none have ever opted to leave for a different program.

A. Programming and Scheduling Information

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

The school features a free standing ESL pull-out program. Generally, all ELLs on a grade are in the same homeroom to ease scheduling and are served in a push-in model. Students are provided ESL instruction as required by the CR Part 154 regulations for ESL instruction. The ESL teacher works with the content area teachers to assess what needs the students are displaying and then rolling curriculum content into her lessons. She is using Success Maker to monitor reading and math progress as well as the TCRWP running records.
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)?

At the beginning of the year, we ascertain the proficiency levels of each ELL and then build the schedule. All of our students receive 360 minutes of ELA over the course of the week, plus 45-90 minutes of Humanities. Our advanced students receive 4 periods of ESL service outside of their scheduled ELA classes (approximately 180 minutes per week); much of this service is provided indirectly with guidance to content teachers from the ESL specialist. This year, we have one intermediate student whose 8 periods of ESL instruction runs concurrently with his ELA in a push-in format.
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.

Content area teachers receive indirect ESL support for helping students bridge gaps in their understanding and language; we do not have TBE and DL services at KAPPA VI. Glossaries have been distributed to each core content area to include terms into the lessons for those students who need it. To meet the demands of the Common Core Learning Standards teachers plan by considering each student's entry level into the task at hand (reading, writing) and provide supports as appropriate and needed (graphic organizers, scaffolded questions, glossaries). Additional work on reading fluency is being accomplished in ELA and a computer-based program to help students meet the demands of the more rigorous, CCLS-aligned text. At regular team meetings, the ESL teacher provides feedback on strategies she is using to support student growth and ways similar strategies can be incorporated into content area lessons to support all students, but particularly current and former LEP students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Where native language exams exist, they are offered to students. Most of our ELLs however are not fluent in the reading and writing of their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The Periodic Assessments assess three of the four modalities; this is done twice a year. Reading is assessed through running records as well as state exam simulations and the Success Maker and eScience computer programs. Running records are completed for ELLs at least three times per year (September, January/February, and May/June). The eScience program has three LevelSet assessments administered in September, January, and May. Success Maker is assessed regularly; as students are presented with targeted topics/skills their mastery is assessed, and the program determines when they can move on to another skill or the next level of the same skill. Writing is assessed regularly through quizzes (weekly), short response prompts (a few times per week), monthly writing tasks in all content areas, and performance tasks (generally one per unit, or 6-week instruction cycle). Listening and speaking are assessed informally in class discussions and conference with the teachers on at least a weekly basis. The new curriculum in ELA (Code X) includes a presentation with each unit, such as a debate, in which students draft and present an argument to the class, and are graded on their completion of the task and their presentation. Those ELLs who participate in the Drama program receive additional assessment on delivering a performance in English.
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).

If a student is identified as SIFE, we try to provide additional support in the classroom to reacquaint him/her with the educational process. The guidance counselor and parent coordinator assist here with communicating with parents to keep the student in a regular school routine.

Any newcomer students receive additional support from the grade-specific ELA content teachers and AIS services in addition to the ESL service. Live data is closely monitored. Support is also offered through a buddy student to help with notes and assignments where feasible. Instruction is differentiated using leveled texts as well as cultural documents to assimilate child into the school culture.

Mid-term ELLs receive targeted instruction in reading and writing, as this is often what keeps them in ELL services. The ESL teacher works with them on their reading skills through leveled texts, targeted reading lessons, and a structured writing program. For long-term ELLs the process is similar, except we also start looking at other factors which may be influencing the student's ability to gain proficiency (learning disability, health impairment, attendance, parent support). For both of these groups support in addition to the ESL program is provided in terms of school time AIS and 37.5 minutes enrollment.

Former ELLs receive testing accommodations for two years following their gaining of proficiency. Additionally we provide indirect transition services to provide support in content areas. In the third year after an ELL has tested proficient we monitor his/her ability to complete exams and assessments within the given testing time and provide support if need be to help them monitor time on task and completion in time constraints.

- 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?

ELLs who have also been identified as having special needs are supported through their IEP goals in addition to the ESL program. Working with the SAT, we try to determine if the child's disability is preventing him or her from gaining proficiency and adjust the instruction to match. The teacher is made aware of this and pull him for additional AIS when possible. Teachers of ELL-SWDs utilize scaffolding, graphic organizers, maps, and glossaries to provide access to academic content areas, as well as accelerate English language development. Teachers also provide mini-lessons on grammar, fluency and cultural background to assist these students in bridging gaps in their understanding. At this time, ESL is not a mandated service for the one student who is an ELL-SWD. If it was a mandated service, this would be considered when administration is working on scheduling to ensure the teacher has the time in his/her schedule to meet the needs and mandates for the student. Then it would be monitored through Encounter Attendance reports and observations.

- 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?

We have one ELL-SWD. He is currently being served in the SETSS program, having been transitioned from ICT. Teachers use data to guide differentiated instruction, using his IEP to determine when he is struggling due to language or his learning disability. At this point, it is our belief that his struggles are from the disability and not from the language acquisition. We believe his low reading level and difficulty in expressing himself clearly in writing is what is preventing him from gaining proficiency on the NYSELSAT. However, as he is a 3-year ELL at this time, we are maintaining him in both programs to give him all support he needs to make gains in English as well as academics. This student spends 100% of his day in the general education environment. In the future, similar accommodations would be made. The most restrictive environment we currently have in place at KAPPA is SETSS, so all of our SWDs (ELL or non) are in the general education environment for the majority of their day, exclusive of any related services conducted outside of the classroom (such as guidance). Our goal is to maximize time spent with non-disabled peers, as the real world is not segregated.

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:	0			

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

Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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



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.
All identified ELLs are part of our 37.5 minute AIS program two days a week. The students also receive additional AIS support in ELA, Math, Science and Social Studies from their subject teachers about once a week as needed. ELLs who are in our lowest third of ELA and Math scores receive targeted AIS once a week (per subject) as part of a lunch-and-learn program. We have the Success Maker and eScience programs in place which deliver targeted reading, math and science instruction at the student's assessed reading or math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Since 2009, about fifteen students have achieved proficiency in the English Language. Those still at KAPPA VI are now being monitored for transition support. They are closely monitored by the LAP, Data Inquiry Team, grade-level team, ESL Teacher Kathleen Smyth and the classroom teachers. Appropriate LEP testing accommodations will be provided for two years, as per state regulation. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for all state exams. These students are noted in class lists as Former ELLs and when they are brought up in teacher team meetings we question whether or not performance delays are a result of having been an ELL. The ESL teacher has pulled these students occasionally as a means of support in their writing or reading, working with the ELA teacher. Often recent former ELLs are in the same homeroom as current ELLs which allows for ease of temporary schedule changes.
Additionally in grade level teams ELL progress is discussed biweekly, dependent on the number of students per grade as well as the proficiency rating. All teachers of the grade are involved in these discussions, and all are aware of which students in their classes are current and former ELLs, which receive testing accommodations, what the accommodations are, and how to support English language growth. We review exam scores (state, local, school), independent reading levels, and overall performance (assignment completion, for example), and discuss ways to further support each student. When necessary, these discussions include parents to enlist parent support of our initiatives as well as to guide parents in assisting at home (i.e., monitoring homework completion, providing uninterrupted reading time).
11. What new programs or improvements will be considered for the upcoming school year?
Success Maker was instituted this year to deliver targeted reading and math instruction to all students as a means of intervention and enrichment as needed. We also selected to administer the TCRWP running records to track reading performance regularly.
12. What programs/services for ELLs will be discontinued and why?
We are replacing Achieve 3000 and Study Island programs with Success Maker because we felt that the two programs were not engaging to students and not as effective in moving student performance.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are fully involved in all school programs. There is an ELL student in the 8th grade Regents Integrated Algebra course. Next year we anticipate ELLs and former ELLs to be in this program again as well as in the additional Regents Living Environment course. Extra- and co-curricular programs are always open to ELLs, and in fact the students are encouraged to participate as a way of boosting their English speaking and listening comprehension as well as cultural assimilation. One such program is our 7th grade Leaders of Tomorrow program which offers students an opportunity to go on a three-day, two-night trip to the Pocono Environmental Education Center in Dingmans Ferry, PA. We have a number of after-school opportunities for students, including chorus, various sports through CHAMPS funding, and two CBOs (Safe Space and CMS) who offer homework aid, ELA and/or math instruction, sports and arts (dance, visual). Students are also invited to become members of the Civil Air Patrol program, which is the auxiliary branch of the United States Air Force. All of our programs operate as middle-school appropriate programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
As mentioned above, we are using Success Maker and eScience 3000 which are online reading, math and science programs. We use the NYC DOE core curriculum materials in math, science and social studies. Translated versions are available in Spanish for many of the titles and are offered to students in addition to the English version they are given.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Glossaries are used to help students make connections between their native language and English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Students are instructed based on their grade level, with support differentiated to reading or math level as needed. As these students will take their grade level state exams at the end of the year we cannot afford to move them to a lower curriculum.
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.

Prior to the beginning of the year, all identified ELLs (or rather their data) is presented to the ESL teacher so that she can quickly meet them and offer support in the first few days of school. All new students participate in several "orientation" activities prior to the first day; in this way the ELLs are in the same frame of mind as their non-ELL counterparts and assimilate into KAPPA culture together.

18. What language electives are offered to ELLs?

The only language elective offered at KAPPA is Spanish. Those ELLs who are native Spanish speakers receive differentiated instruction. As mentioned above, while the ELLs may be fluent speakers of Spanish, many are not fluent readers and writers. Our Spanish teacher delivers additional instruction with a higher level of Spanish and guides the students in increasing their Spanish fluency in all modalities.

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)?

Not applicable

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.

We have always asked for network support to provide professional development for the KAPPA VI staff during faculty conferences and professional development time to ensure that all teachers at the school have a working knowledge of issues related to the instruction of ELLs in their own classroom.

Topics include:

- How are students Identified as ELL
- Assessment of ELLS- NYSESLAT/ LAB-R
- Data Driven Instruction
- Teaching Mathematics, Science to ELLS
- Involving the Parents of the ELLs
- Instructional Materials for ESL Programs
- Instructional Strategies that Work
- The ESL Prototype- A Balanced Literacy Approach To ESL
- Cooperative Learning
- Scaffolding Instruction for the ELL in the Classroom

At KAPPA VI we have Professional Development twice a month outside of the mandated training on the Charlotte Danielson Framework. These meetings are every other Monday, October through May, from 2:40 - 3:30 PM. Topics which address working with ELLs are rolled into most session topics, particularly in engaging students, using data to drive instruction, and involving parents. The dates for 2013-2014 are:

October 7 & 21

November 4 & 21

December 2 & 16

January 6 & 27

February 3 & 24

March 10 & 24

April 7 & 28

May 12 & 19

These areas above are offered to all members of the staff, including the guidance counselor and parent coordinator. The CCLS are addressed frequently at these meetings, as well as at team meetings (grade level, instructional cabinet) and focus on ways of unpacking the standards for all learners, and how it can be differentiated for ELLs and SWDs.

When opportunities arrive for further professional development for the ESL teacher, she is sent to the meetings and then turnkeys the information to the staff during team meetings or at professional development sessions.

The guidance counselor often attends transition meetings and high school fairs. She uses this information to help guide students towards good-fit high schools. She also works with the elementary school guidance counselors to ease the transitional from the lower level to our model. In the first months of school the guidance counselor, with input from the teachers, monitors the transition of all students and creates guidance groups as needed to address key areas, such as transitioning between periods, keeping track of homework and assignments, and working with multiple teachers. The guidance counselor and administrative staff also offer suggested modifications/accommodations to the classroom teachers which could help ELLs transition into the middle school setting. One standard already in place is the use of colored folders for organization, along with agenda planners for recording homework assignments.

Also, the parent coordinator Tamika Russell and the school secretary are offered professional development through network or city offerings for ELL-specific topics. Other information is disseminated through the administration from Principal's Weekly notes and attachments. Itinerant staff such as the psychologist, speech, occupational and physical therapists are also offered ELL Professional Development.

The minimum 7.5 hours was offered to the whole staff two years ago. Records of all those who completed it are on file in the office. New staff members are asked to provide proof of completion and then sent for additional professional development to complete said hours.

D. Parental Involvement

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

The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The guidance counselor and parent coordinator will serve as points of contact between the home and school. Members of the LAP Team will also coordinate in-house translating or utilize DOE translation resources as necessary. Our school also provides a Multicultural Day, Fall Harvest, Spring Fling, and Concerts as well as trips that promote multicultural awareness.

Parent workshops are conducted during the school year. In September of each school year, there is an Open School Night. Parents are invited to come to the school for a brief presentation and to meet their child's teacher. Over the course of the year parents have 4 additional opportunities to meet with their child's teachers. These meetings are very well attended.

In her monthly workshops, the Parent Coordinator asks for input from parents as to the types of workshops they would like. We also assess this informally from common questions or concerns from parents. When we receive notice of meetings for parents of ELLs, this information is disseminated to the appropriate parents. The Parent Coordinator provides monthly workshops on a variety of topics (such as CCLS, high school planning, monitoring student grades in Engrade, health and fitness for parents), and plans annual parent-child events (mother-daughter day, male empowerment day).

Parent needs are evaluated through conversations with parents as well as from the results of the annual school survey. We also utilize our Spanish teacher Ms. Low, parent volunteers, and DOE translations services to provide regular translated notices (i.e. letters, calendars), and conferences, as necessary.

At this time we are not partnered with any agencies/CBOs to provide services specifically to ELL parents. However all ELL parents are invited to participate in services provided from our existing CBO partnerships with Safe Space and Community Mediation Services.

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 VI**

School DBN: **27Q282**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gary DuMornay	Principal		11/15/13
Jeanne M. Cirone	Assistant Principal		11/15/13
Tamika Russell	Parent Coordinator		11/15/13
Kathleen Smyth	ESL Teacher		11/15/13
Mirna Flandez	Parent		
Nicole Lucatuorto/ELA	Teacher/Subject Area		11/15/13
Caitlin McCormack/ Spec.Ed.	Teacher/Subject Area		11/15/13
	Coach		1/1/01
	Coach		1/1/01
Jennifer Cantey	Guidance Counselor		11/15/13
Joanne Brucella	Network Leader		11/15/13
Joseph Young	Other <u>AP/Dean</u>		11/15/13
J. Bernadette Mahoney	Other <u>Pupil Accounting Sec</u>		11/15/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q282**

School Name: **KAPPA VI**

Cluster: _____

Network: _____

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.

The majority of the KAPPA VI student body articulates from other NYC Public Schools. Therefore, we use the information already present in ATS derived from the home language surveys of our cadets in order to determine the primary language spoken by each parent. If this language is not English, we will observe our initial interaction with parents to determine if language assistance is needed. This is often the candidate interview and as such it is noted on the candidate's application folder. Any parent for whom it is determined that assistance is required is added to a master list of languages; this list is maintained by the data specialist and is readily available for reference. The indicator is checked and updated (if necessary) in ATS.

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.

Based on our needs assessment, we found that the majority of our parents do not require written or oral translation. English is the preferred language of written communication of about 86% of the school. The remaining 14% prefer written or oral communication in Spanish; less than 1 percent prefers communication in Haitian Creole. This information has been shared frequently with the staff during professional development and/or staff conferences, particularly in advance of parent-teacher conferences and IEP conferences.

Part B: Strategies and Activities

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

Any materials provided by the Department of Education are disseminated in the home language, where possible. This includes Bill of Parents Rights and Responsibilities, IEP meeting notices, assessment notices and promotion in doubt notices. We download such documents in the necessary languages from the DOE website. When needed, we will utilize translation services by someone on our staff, a parent volunteer, or a staff member from one of the other schools on our campus. If a translator is not available for a specific language, translation services will be sought. When we need this translation to be completed, we will have notices prepared in advance to ensure timely completion of the translation.

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.

Our School Messenger program sends daily attendance messages in Spanish. For important phone notifications, we will utilize translation services by someone on our staff or a staff member from one of the other schools on our campus. For conferences, we will again seek out a translator from our staff or the staff of a campus school, or utilize the services of the Translation and Interpretation Unit. For pre-planned conferences (IEP meetings, guidance conferences), we determine in advance if the parent will require a translator and if we need to secure one. We have many parents who prefer to bring their own translator (a relative or family friend); when this is not the case we use a volunteer (staff member, parent). If there is no one available, we will utilize the services of an outside translation unit to facilitate the conference.

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>.

Parents who have been identified as having a primary language other than English will be issued the Bill of Parent Rights and Responsibilities in their native language. Posters are displayed in the KAPPA VI main office and the Parent Coordinator's office. The campus will post one near the main entrance. If an important school notice needs to be issued, translation services (either onsite or off) will be sought to ensure every identified parent receives notification in his/her native language. Our Parent Coordinator will help parents obtain the translation services they need to fully participate in parent conferences.

