

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

School Name: KAPPA INTERNATIONAL HIGH SCHOOL

DBN (i.e. 01M001): 10X374

Principal: PANOREA PANAGIOSOULIS

Principal Email: PPANAGI@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSEY

Network Leader: BARBARA GAMBINO

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
Panorea Panagiosoulis	*Principal or Designee	
Tara Brancato	*UFT Chapter Leader or Designee	
Roque Bonilla	*PA/PTA President or Designated Co-President	
Leslian Gomez	DC 37 Representative, if applicable	
Katherine Diaz, Rick Rodriguez, Precious Picart	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Andrew Clayman	Member/ Assistant Principal	
Miskenia Santana	Member/ Recording Secretary	
Carmen Rios	Member/ Treasurer	
Carmen Rodriguez	Member/ Elected Parent	
Mabel Mateo	Member/ Elected UFT	
Maria Duran	Member/ Elected Parent	
Meghan Cohen	Member/ Elected UFT	
Amy Boyd	Member/ Elected UFT	
Katheryn Smith	Member/ Elected UFT	
Elizabeth Calvert-Kilbane	Member/ Elected UFT	
Juan Caamano	Member/ Parent Coordinator	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Ongoing, throughout the 2014-2015 school year, ensure that classroom instruction prioritizes high levels of student engagement, building independence and autonomy and culminating in performance tasks that provide students with the opportunities to apply their knowledge and skills such that a) all students complete at least one performance task in each subject area and b) teacher ratings increase in the student engagement competency (3c).

Comprehensive Needs Assessment

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

In reviewing teacher 2013-2014 teacher evaluation data, the most high leverage area for growth is Danielson 3c, active intellectual student engagement. This priority supports the second year of our implementation of Standards-Based Grading/Mastery-Based Learning. It encourages teachers to continue to focus on how their instruction is incrementally ensuring that students develop increasing levels of independence, developing strong skills that will ensure their success on Common Core and International Baccalaureate exams without supports and scaffolds from their teachers.

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. Weekly department meetings strategically develop curriculum and assessment aligned to Common Core. Teachers engage in regular cycles of inquiry where they review student work and design instruction to address student needs
2. Weekly grade team meetings identify high-leverage instructional strategies for implementing Common Core to specific subgroups
3. Teacher leaders (PROSE Master and Model Teachers) serve as mentors to new and developing teachers

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

1. Assistant principal and department chairpeople
2. Assistant principal and grade team leaders
3. Assistant principal and teacher leaders

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

1. Collaboratively developed performance tasks completed four times per year
2. NYC Performance Assessment pre-, interim-, and post-assessments
3. Levels of teacher effectiveness according to Danielson Rubric

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

1. August 2013-June 2014
2. August 2013-June 2014
3. August 2013-June 2014

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

1. Teachers have time built into their schedules to support these meetings. Per session is allocated for additional planning and common grading. Funds are also allocated for substitute coverage in order to allow teachers to attend PSO and district-wide professional development
2. Teachers have time built into their schedules to support these meetings. Per session is allocated for additional planning and common grading.
3. Teachers have time built into their schedules to support these meetings.

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. Administration conducts workshops to help explain transition to CCLS curriculum and assessment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Ongoing, throughout the 2014-2015 school year, develop and implement a teaming structure that provides teachers with opportunity for collaboration through the identification and teaching of targeted cross-curricular targeted skills such that teachers participate in 2 cycles of inquiry and action research and report their findings to the larger school community at the end of the year

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
During School Year 2013-2014, we had identified argumentation (CCSS shift 5, using textual evidence to support an argument) as our schoolwide instructional strategy. Across the content areas, teachers crafted performance assessments and instructional strategies to develop students' argumentation skills. During a staff retreat near the end of the year, teacher feedback indicated that, while valuable and effective, certain content areas would see more valuable and productive student growth if they were given the latitude to self-identify common cross-curricular skills and then collaborate to identify, implement and refine common instructional strategies that address those skills.

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. Professional development series to develop a normed understanding of teaming structures
2. Small groups of teachers act as Instructional Teams, engage in inquiry, rotating around student data and looking at student work
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant principal and teacher leaders
2. Assistant principal and teacher leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Specify deliverables for each professional development session
2. Individualized teacher group goal-setting includes targets to measure progress, growth and effectiveness in weekly decision-log
D. Timeline for implementation and completion including start and end dates
1. Monthly, with specific emphasis on citywide PD days
2. Weekly, for the duration of the school year – including schoolwide findings reports at the midpoint and end of the year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Calendar of PD sessions
2. Weekly Instructional Team meetings

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Ongoing, throughout the 2014-2015, systematically support students' socio-emotional development through a) developing and implement an advisory program to ensure that 100% of students are known well by at least one staff member, who will monitor and develop interventions to support academic performance as well as the development of personal behaviors necessary for post-secondary success and b) providing 100% of students with a series of at least 8 authentic experiential learning opportunities that explicitly address students' socio-emotional development and increase their commitment to the school community

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
This goal addresses several different concerns. First, the need for schools to help students develop their socio-emotional skills – particularly in urban environments with high rates of students living below the poverty line – is well documented. Anecdotally, we have not only seen students struggle with social and emotional concerns in high school, but have also heard from the testimony of our former students and graduates, matriculating at top-tier colleges and universities, and they report struggling with social and emotional issues more than academic ones. Second, advisory programming addresses post-secondary awareness, exposing students not only to the available universities, but also to expanded career options, helping provide motivation as students understand their next steps after graduation. Finally, the experiential learning opportunities address socio-emotional development, as well as exposing students to a wide array of authentic educational opportunities increasing student investment interest in academics as well as their commitment to the school community.

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. Professional development sessions to support teachers in implementation 2. Student information session to explain rationale and logistics 3. Review of challenges and next steps
B. Key personnel and other resources used to implement each strategy/activity
1. Assistant Principals and Teacher Leaders 2. Assistant Principals 3. Leadership team
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Professional development feedback surveys indicate teacher-perceived effectiveness of PD 2. Ongoing advisory sessions and ELOs and learning environment survey 3. Midterm and end of year data review indicates increasing correlation between test scores and class grades
D. Timeline for implementation and completion including start and end dates
1. Monthly PD sessions over the course of the year. Ongoing observations 2. Information session at September Town Hall meeting 3. November leadership retreat, end of first semester, end of year.

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

1. Chancellor-provided PD days and assistant principal observation schedule
2. Modified schedule once per month provides for Town Hall
3. New Visions-scheduled leadership retreat – per session funds for participants

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. Letters sent home to parents for each ELO, explaining academic and socio-emotional outcomes for each ELO

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	x	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 #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.

Ongoing, throughout the 2014-2015 school year, increase parent engagement, using student advisors as the single point on contact to facilitate improved communication regarding students' academic performance, instructional objectives and personal behaviors, as measured an increase in parent involvement in parent-teacher nights to 75%

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.

While the school reported a significant increase in its communications scores for the Learning Environment Survey (from 7.0 in 2011-2012 to 8.2 in 2012-2013. 2013-2014 Surveys do not report communication scores), we believe it continues to be an area for growth. Particularly with a so many new initiatives (CCLS, Advance, Standards-Based Grading, Special Education Reform) it is vital that we provide teachers, students and parents with a clearly structured communication to reduce confusion and anxiety and remain focused on effectively addressing students' varied needs.

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. Weekly staff newsletter provide highlights of the previous week and a summary of upcoming activities
2. Periodic parent letters to provide information regarding new requirements and policies
3. Use of GoogleApps for education, grade team websites and JumpRope to streamline communication processes (student performance, discipline reporting, staff absences, technological assistant and maintenance, etc)
4. Television slideshow of upcoming deadlines and events for students

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

1. Assistant Principals
2. Assistant Principals
3. Assistant Principals, technology specialist, grade teams
4. Community assistants

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

1. On a school made survey conducted in the Fall and Spring, at least 90% of faculty will agree or strongly agree that ‘Communication is a priority for both school leaders and teachers.’
2. On a school made survey in Fall and Spring, at least 90% of faculty will agree or strongly agree that ‘I am able to plan effectively, because I understand the school’s routines and feel involved in the decision making process.’
3. Record of faculty attendance at after school programs (parent nights, concerts, and student led events).
4. There will be an increase in the score on the Communication section of the Annual Learning Environment Survey.

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

1. Ongoing
2. Ongoing
3. Set-up completed by end of September
4. Ongoing

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

1. Assistant principal schedules include time for preparation
2. Assistant principal schedules include time for preparation
3. Assistant principal schedules include time for preparation. Per session funds to support technology specialist, grade team meeting times
4. Community assistant schedules include time for preparation

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. Produce a monthly newsletter to keep parents aware of school-based activities.

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

Goal and Action Plan #5

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

Annual Goal #5

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

By September 2014, continue to develop support systems for English as a Second Language and Students with Special Needs by clearly articulating coherent and highly effective Integrated Co-Teaching Models as well as Academic Intervention Services to supplement the mandated services already provided resulting in an increase in Regents pass rates of both demographics by at least 15%

Comprehensive Needs Assessment

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

Our Special Education and English as a Second Language Learner populations continue to grow and become increasingly diverse in their needs. Our Special Education department has grown by nearly 400% and our ESL department has doubled. We need to provide guidance and structures that maximize the effectiveness of these two teams to ensure that our neediest students receive the necessary supports.

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. Develop a shared understanding of effective co-teaching practices
2. Provide strategic academic intervention and technological support for ESL students beyond mandated hours
3. Provide a devoted SETSS class for IEP students to avoid loss of content-level instructional time
4. Utilize technological resources for IEP and ESL students to provide targeted literacy support

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

1. Assistant principals, New Visions coaches and co-teaching pairs
2. ESL team, programmer
3. Special Education team, programmer
4. Special education and ESL teams

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

1. Develop checklist of co-teaching best practices and expectations. Re-evaluate effectiveness using student data and anecdotal observations. Revise as necessary
2. Improved ESL student performance in general education classes and exams
3. Improved Special Education student performance in general education classes and exams
4. Special education and ESL students increases in reading level over the course of the year

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

1. In the fall, develop checklist. End of semester, re-evaluation and revision
2. Programming prior to the start of school. Supports occur daily and during Saturday Academy
3. Programming prior to the start of school. Supports occur daily
4. In the fall, conduct review of available resources. Identify resources to be used by November. Implement supports to be used weekly

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

1. Co-teachers identify dedicated time for co-planning. Special education and ESL teams have bi-weekly meetings to discuss effective strategies. Funds allocated for substitutes to allow teachers to attend PSO and district-wide professional development
2. Students receive an additional period of support as well as Saturday Academy programming
3. Students receive a SETSS class, scheduled into their day
4. Computer-based programming

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. On Parent-Teacher night, conduct workshops for parents of special needs students to help them better understand the services provided to their students.

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	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	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Teachers meet with groups of 3 to 8 students twice a week.
Mathematics	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Teachers meet with groups of 3 to 8 students twice a week.
Science	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Teachers meet with groups of 3 to 8 students twice a week.
Social Studies	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Teachers meet with groups of 3 to 8 students twice a week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are referred by teachers or self report to guidance counselor	Students work with guidance interns from Fordham University and focus on areas of difficulty.	One on one counseling sessions

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.
<p>The major focus of the school in 2014-2015 is to provide instructional support, particularly surrounding the CCSS and Danielson Framework. The instructional support model is as follows:</p> <p>A) Administrative support (w/in Danielson) Focus on: 1) alignment of learning tasks with target (3c) 2) assessment (ongoing informal and end-of-lesson) (3d) 3) gradual release of responsibility → student autonomy via effective questioning and discussion techniques (3b) 4) professor-identified area of improvement</p> <p>B) Department Teams Focus on: 1) CCLS, IB aligned long-term planning 2) Unit planning and Performance task development 3) Aligned grading 4) Identifying and utilizing effective instructional techniques 5) Lesson study</p> <p>C) Grade Teams Focus on: 1) Inquiry to improve performance of student sub-groups outside the school's sphere of success 2) Tracking students' development of specific skills 3) Support in sharing best practices 4) Support in aligning curriculum across grades 5) NYC Performance assessment reflection to modify instruction</p>

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).
Support for the transition to CCSS occurs within weekly in grade teams, semi-weekly in department teams and during periodic schoolwide professional development led by the leadership team. The department teams focus on curricular development, CCSS incorporation within a given content area and the development of performance tasks that assess student development of CCSS skills. Grade teams focus on shared high leverage CCSS skills across the grade and using NYC performance assessment data to develop common instructional strategies to address these shared skills

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <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.).
Title III funding is used to purchase computer-based literacy programming and provide additional instructional hours (Saturday Academy) for ESL students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
--

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

Measures of Student Learning: Teachers and administrators met in early September to review DOE approved Measures of Student Learning and determine the appropriate MOSL for KAPPA. Teachers also meet in weekly in grade teams and department teams to review assessment requirements and results and develop common instructional strategies to address high leverage skills.

TA Schools Only

Use of Program Resources

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

TA program resources are used to provide per session for after school and Saturday Academy programming, for professional development opportunities and to provide additional resources.

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).

TA coordination includes the programming of addition periods for TA students, to avoid removing students from regular classroom, as well as after school and Saturday Academy programming.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED



KAPPA International High School

Panorea Panagiosoulis, Principal

500 E. Fordham Rd, 4th Fl. Bronx, New York 10458



KAPPA International High School

SCHOOL-PARENT-STUDENT AGREEMENT COMPACT

PLEDGE BY KAPPA INTERNATIONAL HIGH SCHOOL

KAPPA International High School, and parents of scholars participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help scholars pursue academic excellence. This school-parent compact is in effect during school year 2013-2014.

KAPPA International High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment.
2. Hold parent-teacher conferences twice a year during which this contract will be discussed as it relates to the individual scholar's achievement.

3. Provide parents with frequent reports on their scholar's progress. The school will provide reports through mailings and through Skedula, a web-based grading system that can be accessed with username and password.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents through appointments, phone conferences, emails and via KAPPA International correspondence.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning, evening or Saturdays, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents of participating scholars in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

PLEDGE BY THE PARENT/GUARDIAN

Knowledge and Power Preparatory Academy (KAPPA International High School) joins in partnership between parents, scholars, professors, and staff to provide a highest quality education to all our scholars.

I, _____, am fully committed to supporting the education of my child _____, I promise to encourage and support my child as he or she works to achieve his or her personal goals.

I understand and accept KAPPA's ideals based on the KAPPA Pledge: Inquiry, Compassion, Integrity and Commitment and will make sure that my child abides by them.

I understand that there will be disciplinary consequences if my child violates the values and I will support the school in their efforts to enforce high standards for behavior and citizenship and global-mindedness.

I understand that every school day is important, and I will make sure that my child arrives at school every day on time. If my child takes public transportation, I will ensure that he or she is at the stop on time. I understand that I will be educationally negligible if I do not make every effort to help my child.

I will send my child to school every day in the complete KAPPA uniform and ensure that they come to school prepared to learn.

I understand that KAPPA provides very high academic standards with a college-preparatory curriculum and will support the professors in helping my child be successful.

If my child is having academic difficulty, I will encourage him or her to obtain after school help. I will support the KAPPA staff in ensuring my child remain at school to receive additional instructional support including on Saturdays.

If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with KAPPA professors, staff, and administration.

I will provide a quiet place where my child will complete his/her homework. I will check to see that my child completes his/her homework every night.

I will attend the annual KAPPA Parent/Teacher Conferences twice a year to confer with my child's teacher and to develop a personal educational plan for my child.

Signed: _____ Date: _____

PLEDGE BY THE STUDENT

As an International Baccalaureate School, KAPPA scholars follow the KAPPA Pledge and IB Learner Profile (see below).

KAPPA Pledge

As KAPPA International Scholars

*We pledge to uphold and embody
The ideals of our learning community.*

*Inquiry: To question our assumptions and
To suspend judgment in our pursuit of
Knowledge.*

*Compassion: To understand and to serve
Our community locally and globally.*

*Integrity: To be diligent in our work,
Honest in our deeds, and
Respectful in our actions.*

*Commitment: To be invested in
Our community, our education,
And our future.*

*We will be proud to make our choices
According to these ideals as we
Continue to grow as responsible citizens.*

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is understood that I, _____, promise to follow KAPPA’s pillars and abide by the IB Learner Profile.

I will respect, honor, and follow the KAPPA uniform code.

I understand that KAPPA’s standards for academics and behavior are very high.

I will take responsibility for my actions, try to learn from my mistakes and will strive to always be a scholar.

Signed: _____ Date: _____

DBN: 10X374

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

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

Program Name	Fund Source (i.e. Federal, State or	Funding Amount: Indicate the amount contributed to	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
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	Local)	Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$369,421.47	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,789,389.00	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 10	Borough Bronx	School Number 374
School Name KAPPA International High School		

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 Panorea Panagiosolious	Assistant Principal Andrew Clayman, Tammy Jochinke
Coach	Coach
ESL Teacher Samantha Cass	Guidance Counselor Ariella Torres
Teacher/Subject Area Sarah Van Etten/ESL	Parent
Teacher/Subject Area Mabel Mateo/Spanish	Parent Coordinator Juan Camano
Related Service Provider Maria Abreu	Other Michael Paulson/Dean
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	3	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	1	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)		Total number of ELLs		ELLs as share of total student population (%)	%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										2	2	3	3	10
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	4	4	5	5	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	19
SIFE	12	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	22

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27	10	0	11	1	2	22	1	11	60

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	27	10	0	11	1	2	22	1	11	60
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	27	7	3	51
Chinese										0	0	0	0	0
Russian										0				0
Bengali											1	1	1	3
Urdu														0
Arabic											2	2		4
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	14	32	10	4	60								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)									3	6	2	0		11
Intermediate(I)									5	9	4	1		19
Advanced (A)									6	17	4	3		30
Total	0	14	32	10	4	0	60							

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16		10	
Integrated Algebra	37		19	
Geometry	10		3	
Algebra 2/Trigonometry	2		0	
Math _____				
Biology				
Chemistry				
Earth Science	29		7	
Living Environment	15		13	
Physics				
Global History and Geography	18	2	10	2
US History and Government	17	1	12	0
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Student literacy skills are assessed at the beginning of the school year using the NYC Performance Task Assessments, the Achieve3000 online reading program, and in-class formal and informal assessments. As of October 25, 2013 students' Lexile levels ranged from -400 to 1020 with the majority falling in the 220 to 720 range, as measured by the Achieve3000 LevelSet diagnostic assessment.

These data highlight the large range of literacy levels present in our ELL population and indicate a dire need for targeted, differentiated texts and instruction. Thus, the instructional plan includes integrating Achieve3000 into stand-alone and after-school spaces to improve student reading levels, direct instruction on multiple reading strategies, and offering differentiated texts and assignments as part of our ESL curriculum and supports.

Reviewing Regents passing rates, it is apparent that Earth Science presented a much larger challenge for our ELL population than any other exam. Last year, 29 ELLs took the Earth Science Regents and 7 passed, resulting in a 24% pass rate in comparison with the next lowest pass rate of 51% on the Integrated Algebra Regents. In contrast, Living Environment had an 86% pass rate (15 students took the test and 13 passed), which may mean that it is a more appropriate class and Regents exam combination for newcomer and younger students. As a result, in the future ELLs will not be programmed into an Earth Science course until they have been in the country for 2 years or more and have reached a proficiency level of Advanced.

To target the 51% pass rate on the Integrated Algebra Regents, we have already established co-taught Integrated Algebra courses that aim to improve student comprehension of the content during instructional time. Additionally, this semester a co-taught Integrated Algebra Prep course with a concentration of ELLs was created to support students who did not pass their Regents Exam in the 2012-2013 academic year.

To improve Global History pass rates, (55% passing) students struggling in their 9th grade Global History coursework were combined into co-taught ICT and ESL sections for their 10th grade instructional year. With this extra teacher support and modification of materials, these students will have more opportunities to access content and build skills needed to pass the exam.

Finally, the skills and knowledge needed to improve the 62% pass rate on the ELA Regents exam is being woven into ESL stand-alone curriculum and ELA teachers are being coached on supporting ELLs in their mainstream classrooms.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data show that the majority of ELLs (50.9%) are at an Advanced proficiency level in all grade levels. Additionally, the number of ELLs in the 11th and 12th grades during school year 2013-2014 is one-third the number of ELLs in the 9th and 10th grades. These data could be the result of two factors. First, each year ELLs improve their NYSESLAT scores and many test at a Proficient level. Second, an influx of new-admits have recently been added to the 9th and 10th grade cohorts, swelling the numbers of beginner and intermediate students in those grades. Consequently, the majority of co-taught courses are in 9th and 10th grade core content areas.
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 [AMAQ tool](#))
Curriculum was developed using information from the 2012 NYSESLAT modality scores, which indicate that the majority of students struggle with reading and writing. As a result, ESL stand-alone curriculum targets reading and writing with explicit reading strategy, writing form and strategy, grammatical, and vocabulary instruction. We have additionally implemented the Achieve3000 reading programing once a week in stand-alone classes and have initiated an afterschool program that further utilizes this resource to encourage student literacy growth. Through these actions we hope to see an Annual Measurable Achievement of one proficiency level of growth for at least 80% of students on the NYSESLAT.
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?

Looking at the NYSESLAT data, there are clearer patterns across proficiencies than across grades. Recent newcomers score lower in Listening and Speaking on the NYSESLAT while ELLs with more than 3 years of service show highest gains in these two proficiency areas with slower growth in Reading and Writing. Long-term ELLs with more than 4 years of service and/or with disabilities show the slowest growth in Reading.

In general in school, recent newcomer ELLs are faring differently in tests in English rather than in native language: Some newcomers choose to take their teacher-created Performance Task exams in both native language and English and generally submit responses in English by translating from their native language. Some recent newcomers opt to get pulled out during their Performance Tasks for oral and

written translation support that helps them complete their exams. Our two recent newcomer Arabic speakers (with Low Beginner English proficiency) especially benefit from this extra support. For the school-wide NYC Performance Assessment, several students opted to use the native language translated tests and submitted their responses in their native languages.

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](#).)

After identifying a new ELL, the ESL team screens the student with informal student surveys, writing samples, and even the ALLd to assess whether the student may be on or near grade level with literacy and competencies. If an ELL shows any skill or competency 2 grades or more below proficient, the student is flagged by the ESL team as an at-risk ELL. This is communicated to the student's teachers with specific suggestions on how to assist that student. The student is then programmed into classes with an ESL teacher pushing in or co-teaching and is scheduled to receive extra support through tutoring and after-school programs. The student would also be added to our Reading Intervention program with Achieve3000.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Second language development support is integrated across content areas through co-teaching and staff education programs. First, certified TESOL instructors co-teach and co-plan with teachers in math, science, history, and ELA classrooms, ensuring that ELL support techniques are integrated into some classes in each core content area. These content-specific co-teachers also turn-key information by sharing successes in their weekly department meetings. Additional information about how to support ELL comprehension and foster language growth is disseminated to content teachers through staff-wide suggestion emails, staff training during PD, and one-on-one support and modification suggestions for interested content instructors. Finally, the math department chair and a TESOL certified teacher are attending a professional development series on Teaching Math to ELLs organized by the NYC DOE and disseminating strategies and curricular suggestions to the entire math team.

7. For dual language programs, answer the following:

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

Not Applicable

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

The success of the ESL program will be evaluated by monitoring student growth on the 2013-2014 NYC Performance Task Assessments (administered in October 2013 and May 2014) and by comparing student NYSESLAT scores from 2013 to 2014. These data will show the literacy progress of our ELLs under the current program model. Unfortunately, unforeseeable personal circumstances in the 2012-2013 academic year resulted in an interruption of services, a gap period while a new ESL teacher was recruited mid-semester, and a transitional period as this newly certified instructor acclimated to the school environment. Due to a lack of cohesive programming during that time, any comparison of 2012 to 2013 data may be invalid.

Results from classroom work are gathered for analysis and reviewed by grade teams and inquiry teams to identify low-performing students. Inquiry teams composed of departments or grade teams have been consistently identifying ELL students to target for focused small-group tutoring to improve a specific skill or mastery of a specific learning target. Grade teams are tracking student performance and identifying students at-risk of failing or not graduating on time; many ELLs have been highlighted and are being targeted for extra support. Data from these interventions will be followed and tracked to assess ELL growth in content classes. Success of the intervention services portion of the ESL program will be measured by the number of ELLs who move off the "at-risk" list within 2 years.

Part IV: ELL Identification Process

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

- 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](#).)

The two Guidance Counselors, Ariella Torres (9th+ 10th) and Maria Abreu (11th + 12th), are the first contacts for new parents and new students. If, in their initial meeting, the counselors determine that a student is a first-time admit, they refer that student to the ESL Team of two certified TESOL teachers, Samantha Cass and Sarah Van Etten. One or both teachers will screen all new admits, confirm their First-Time Admit status on ATS, and flag students for potential LEP / ELL intake. Students who are true first-time admits entering public high school from a different country or state and/or are flagged in ATS as a LEP (Limited English Proficient student who is LAB-R eligible on ATS) will be reviewed for eligibility through an informal oral interview, an informal written survey, and completion of the HLIS.

If the new first-time admits are LEP eligible, then a guidance counselor or ESL teacher will complete the HLIS step by step with the parent to ensure accurate completion, starting with the initial section (see example). The parents' Home Language Preference will be indicated on the HLIS form at this time. Spanish-speakers will be directed to Maria Abreu for further intake support if she is not already present. If Ms. Abreu is not available, Ariella Torres will conduct the HLIS together with the Spanish-speaking parent. This supersedes other priorities to ensure that the legal rights of parents of ELLs are provided in a timely manner.

Speakers of languages other than English and Spanish need translators; the secretary or Parent Coordinator can call the DOE Translation Unit to provide language assistance for the intake process via a translator for over-the phone interpretation or direct translation.

Before or during this interview, the intake team members will double-check with parents and ATS that this student is a first-time admit to a public school in order to continue with the intake process. Students who are newcomers but have already been in the country for a few months may have already finished intake at another school, and are not allowed to complete another HLIS, LAB-R, Parent Survey, or ELL Parent Orientation Meeting. Instead, they must bring copies of their records from their cumulative files and check an exam history within a week.

The Counselors or Parent Coordinator will notify the ESL Team (via email or in person) regarding new students with HLIS and first admit date on the first day of intake. This deadline is important to adhere to because HLIS informal interviews, LAB-R and LAB, ELL parent letters, ELL Parent Orientation Meeting for Parent Choice, and the student's class schedule/ school programs must be completed (and LAB-R scores reported within the first ten days of first attendance and/or hand-delivered to the Integrated Scan Center).

The ESL Coordinator/ ESL team of Samantha Cass and Sarah Van Etten review HLIS forms from the guidance counselors to determine OTELE codes and mark them on the original HLIS. Counselors will keep originals in the students' Cumulative Folders while the ESL Team will keep a copy for the Compliance Binder.

The ESL team will conduct an informal oral and written interview with each new admit (15- 20 minutes) to gather more data post-HLIS and document all information on the ELL Intake Tracker and Intake Log sheets. ESL Coordinator documents each step and adds forms to the Compliance Binder

If the new student has a HL/OTOLE code other than English ("NO"), either ESL teacher may administer the LAB-R and/or LAB. The LAB and LAB-R are hand-scored and photocopied; the original exams are then packaged and sent to Sharon Cahr's office at One Fordham Plaza before the LAB deadline for that specific time period. Based on the scores of the LAB, the ESL team will finalize student programs and classifications.

If a student appears to be a newcomer SIFE student, after conducting an informal interview, an ESL teacher will conduct the ALLD test to determine if the student is truly a newcomer SIFE. This must be completed within first 10 days as well. If the student is a SIFE and shows severely low literacy skills in his/her L1 and English (as defined as more than 2 grade levels behind), the team will immediately try to refer that student to a SIFE-focused school or, if not available, academic intervention services at the level of a newcomer Beginner SIFE (540 minutes per day). The Parent Coordinator or a counselor will be brought in to discuss options with the parent and student.

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.

Students with a HLIS or OTELE code that is other than English and who scored eligible on the LAB are entitled to LEP services. Within ten days of first starting at our school, parents are invited to an ELL Parent Orientation meeting in their native language. Parents are sent letters in their native language with a follow-up phone call if needed to schedule an appointment.

During the ELL Parent Orientation meeting, the counselors, Parent Coordinator, and/or ESL teachers may provide information to parents about the various LEP/ELL service options. They additionally clarify legal rights and options about dual language, transitional bilingual, and free-standing ESL. Staff do not advise parents of ELLs about which program to choose or which programs are available at our school, as per CR-Part 154 Chancellor's Regulations. The Intake Team provide the parents with the DOE-regulated information and required components during the ELL Parent Orientation Meeting including the parent video explaining various LEP program options to choose from, entitlement letters in native language, and parent surveys. At this meeting, parents decide which program (Transitional Bilingual, Dual Language, or ESL) they want for their child and complete the Parent Option

Survey.

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 are mailed home to parents in their native languages in the first week of entitlement after the informal parent survey, HLIS, informal student interview, and administration of the LAB / LAB-R. If parents are at school during this process, then they are given the letter at that time. Parent Survey and Program Selection forms are completed during the ELL Parent Orientation meeting, signed and immediately copied and filed.

Original surveys are stored in cumulative files and copies are kept in the compliance files in the ESL office, located on the 3rd floor in the main office. Students' cumulative files need to be up to date and should include HLIS and Parent Survey and Option Forms. In addition, ESL files also contain copies of LAB tests, informal written samples, parent letters, and an Intake File Tracker to track what documents students have and need.
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.

ELL Parent Orientation meetings may be conducted in English (Samantha Cass or Sarah Van Etten) and/or Spanish (Sarah Van Etten and the guidance team). For non-Spanish speaking parents, translators are used either by same native language-speaking students or through the DOE.

If parents choose the ESL program at our school, then their children are enrolled in the ESL program. If parents choose another program not offered at our school, we recommend that they receive assistance in finding another school that provides that specific language program for their child. The DOE Central Office or the guidance counselors may provide support and assistance. Placement into the ESL program is based on students' LAB scores; if students are beginners or intermediates, they are added to the Beginner Newcomer ESL class.

If a parent chooses a bilingual program and wants to continue the enrollment of the child at our school (which offers only ESL), then we advise them that we don't offer the program yet. We need 20 students in the same grade with the same native language whose parents chose bilingual in the parent survey to open a bilingual program. However, we keep those parents updated about the process of beginning a bilingual program throughout the year as we get more students. If we do have enough students to begin a bilingual program, then we will contact all parents whose first selection was bilingual and begin the process of creating a small bilingual program.

All parent choices will be updated on the ELPC screen in ATS within 20 days of family interviews. At this time student home language, program selection, and assigned program will be cross-checked.

Transfer students from out-of-state need to be reviewed by guidance team. First-time new admit students from non-English speaking countries must get transcripts translated. With English-translated transcripts, the guidance team determines what credits transfer and complete a transfer update on ATS. The ESL Team must notify Principal Panorea Panagiosolious, the guidance counselors, and programming personnel about new ELLs to quickly program these students into appropriate classes and ESL programs after conferring with counselors and reviewing transcripts and LAB-R scores. ATS data is checked, updated, and reviewed for accuracy at this time.

New ELLs who need a cohort change will be referred to the guidance team and the principal. If new first time admits come to our school over the counter to enroll/register, they will be sent back to Central Office to change their cohort, if needed. Any ELLs who have graduated high school from their home country are not eligible to register for NYC high school. If those students come, they will be sent back to Central Office quickly within a ten-day window to deregister. The intake team will update the Google Doc ELL INTAKE Action Plan (shared with the entire Intake Team) on a regular basis.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT Test is administered to all ELLs each year to annually assess their continued eligibility for ELL services and track their progress. All ELLs identified by the RLAT, BESIS and the RBPS report are given the NYSESLAT annually by the ESL team. A testing schedule, based on dates given by the state, is created.

The ESL team will identify a period of 1 week for NYSESLAT administration and communicate that time period with school staff in advance so that all may plan accordingly.

Administration is school-wide and will take place in the school library. ELLs will be given a schedule telling them when to report to the library for the Listening , Reading, and Writing portions of the exam. After the initial three days of testing (one each for Listening, Reading, and Writing), there will be 2 make-up days for any absent students. If necessary, students who need additional time will be scheduled for private make-ups.

For the Speaking section, the ESL teachers will pull out ELLs during stand-alone and co-taught periods. Interviews will be recorded, and Speaking scores will be scored by a teacher other than the ESL teachers.

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. 
Looking at the trend in Parent Survey and Program Selection program choices that have been requested, parents of new first-time admit students have selected ESL. This year, one parent of a transfer ELL student coming from a bilingual school requested the bilingual program choice preference.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Three (3) non-graded sections of discrete ESL meet daily for 49 minutes each. Two are heterogeneous and one is homogenous by proficiency level. Other programmed services include six (6) core courses co-taught with content specialists: 2 sections of Integrated Algebra (on regular, one Regents Prep), 1 section of Living Environment, 1 section of 9th Grade Global History, 1 section of 10th Grade Global History, and 1 section of U.S. History. Additionally, push-in services are provided in 1 section of 10th Grade ELA, 1 section of 9th Grade Global History, and 1 section of U.S. History a few periods per week.

Both certified TESOL instructors independently teach two periods a day that focus on literacy and language growth. Each teacher also co-teaches in content courses with one focusing on ELA and Social Studies and the other on Math and Science. Students are then grouped so that co-taught classes have 10-20 ELL students each. Where the option is available ELL students are programmed

for co-taught sections of core content courses in order to maximize the number of periods during the day ELLs have access to support beyond the required number of minutes. The variety of courses that are co-taught and flexibility of 3 discrete stand-alone sections and one independent tutoring period also make it possible to schedule ELLs for the required number of minutes.

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.

All content area instruction is delivered in English with the exception of Spanish language and literature courses. ESL supports include vocabulary focus, graphic organizers, hands-on activity planning, sentence starters, native-language grouping, using technology (Google Docs, iPads), and some translation (via Google Translate) or native language support. These supports are provided by ESL teachers in co-taught classes and recommended for teachers of ELLs in other sections as well.

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

All native Spanish speakers are programmed in native language courses and are evaluated by their instructors.

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

ELLs are assessed throughout the year in the ESL classes (both self-contained and co-taught) on all four modalities, in addition to annual NYSESLAT testing.

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).

SIFE students are specifically targeted for afterschool programming and extra tutoring help to ensure support across content areas. They are provided with specific instruction in academic skills and strategies that extend beyond language needs. Newcomer ELLs are supported in an Newcomer stand-alone ESL class where they focus on navigating U.S. schools and culture in addition to developing specific language and literacy skills. Arabic-speaking SIFE students are supported with one period of native-language literacy group per week Period 9 on Tuesdays. Two brand-new, low beginner, Arabic-speaking SIFE students receive basic school skills, literacy work, and targeted tutoring every day in 3rd period in the ESL office with Cass. A newcomer Spanish-native language study group once per week during "period 10" and focuses on science and math content with Van Etten. In addition, 11th and 12th grade newcomers ELLs take one period of ELA Regents prep Period 9 Fridays with Cass. ELLs with four or more years of ESL services have a separate stand-alone course targeting academic reading and writing at the high school level. All students showing signs of struggling academically - especially those who are Long-Term ELLs - are included on a list of students for Academic Intervention Services and scheduled for extra tutoring and support that meets their content and language needs. Whenever possible, former ELLs are programmed into co-taught content area classes so that they continue to benefit from language modification and targeted literacy supports.

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?

A variety of instructional strategies are used across content areas to provide access to grade-level material and support English development including pre-teaching vocabulary with visuals, explaining concepts with visuals, building on background knowledge, guided note-taking and graphic organizer activities, kinesthetic card-sorting and performance activities, writing assignments supported with graphic organizers, sentence starters, and pre-writing class discussions, and explicit reading strategy instruction and modeling for discipline-specific texts. These supports benefit all ELLs, though different styles or versions of supports may be implemented for different students so that ELL-SWDs are receiving materials appropriate to their current abilities. For beginning ELLs, a summary of difficult texts may be provided in a student's native language before a student tackles the English version, or same-language reading partners may be used so that students can negotiate the English text together. All students are held accountable to the same grade-appropriate standards with varying levels of support.

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?

The Intermediate stand alone ESL class contains students with IEPs working next to non-IEP and IB ELL students. This course was initially designed to support students with relative proficiency in speaking and listening who need additional support with written literacy skills, e.g. long-term ELLs, students with IEPs, and students with intermediate or advanced reading and writing scores on the NYSESLAT. The Newcomer stand alone ESL course was designed to support recent arrivals (2 years or less) and students with beginning levels of reading and writing. Two self-contained students with beginning NYSESLAT scores are in that course to support their literacy development as they work alongside other students with high levels of academic performance in their home countries. One self-contained (Global History) and two ICT classes (Living Environment and 10th grade ELA) are additionally co-taught to provide language support to ELL-SWDs in their content areas. Students are interacting with other ELLs and mainstream students at

all levels with appropriate modifications and scaffolds.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

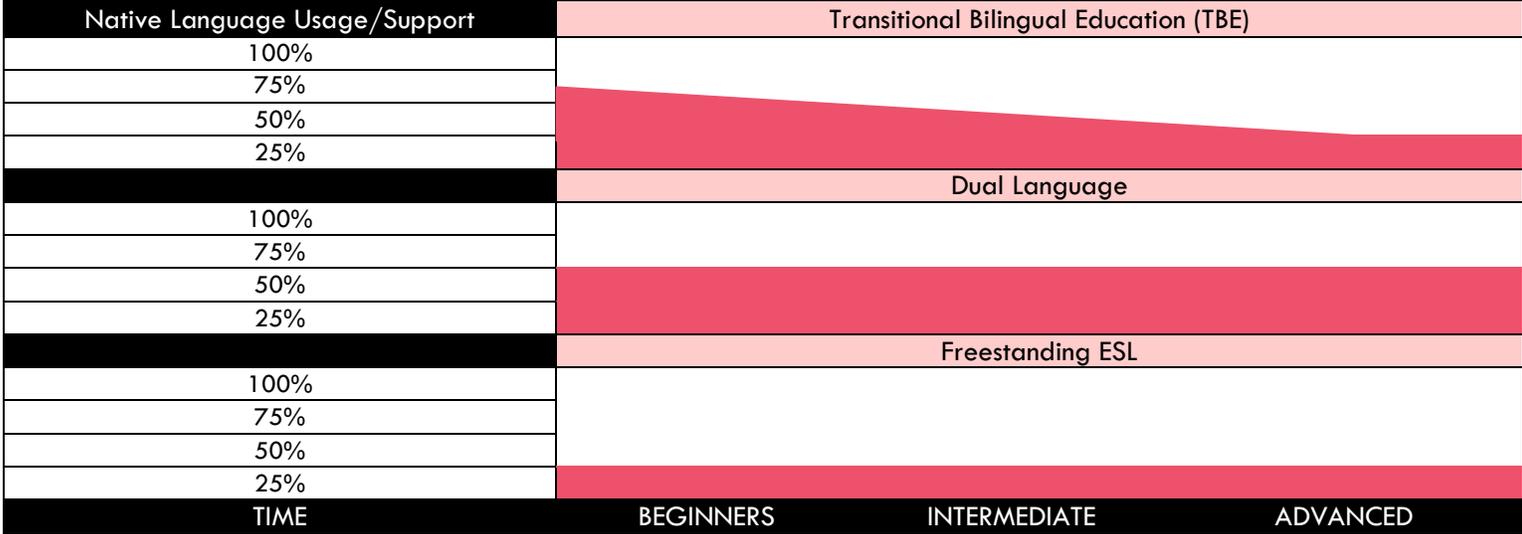
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Targeted ELA and literacy support is provided to struggling ELLs through an afterschool program that utilizes the Achieve3000 reading program and through extra tutoring sessions with certified TESOL teachers. A Spanish language study group and Arabic language study group additionally meet once per week for students to discuss content knowledge in their native languages. Math support is provided through afterschool tutoring in conjunction with a math teacher as well as through the use of math-related Apps for iPad that support content development with little need for language. These supports supplement regular content instruction that is geared toward simultaneously developing language and content skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program effectively meets the needs of our ELL population by providing a range of opportunities for extra language and content support through discipline studies in stand-alone classes that focus on building literacy, co-taught modifications and integrated literacy in content-courses, afterschool literacy and tutoring, and in-school tutoring periods. Any student identified for Academic Intervention Services or any student who actively seeks extra help is scheduled into one of these various support options. An ESL curriculum responsive to student strengths and weaknesses additionally increases the effectiveness of the program.
11. What new programs or improvements will be considered for the upcoming school year?
New programs being considered for next year are a summer bridge program to transition newcomers and review key skills for struggling learners and an official after-school program run by a team of teachers that is one day for Achieve3000 and two days of tutoring from content-based teachers with ESL teacher small group tutoring. An intensive newcomer literacy support class for speakers of low-incidence languages and newcomer SIFE students is also being considered for next year. A transitional bilingual program is being considered if and when the required parents of 20 students with the same native language background opt for bilingual on the Parent Option Survey.
12. What programs/services for ELLs will be discontinued and why?
Since the ELL program is just beginning officially this year with two TESOL certified teachers new to KAPPA, we are currently implementing various components such as discrete stand-alone ESL sections that teach explicit literacy aligned to Common Core Standards and ELA curriculum, push-in and co-teaching content courses, and our first after-school program. Pull-out services have already been discontinued. Therefore, there are no programs that are currently being considered for discontinuation.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Like all KAPPA Scholars, ELLs are encouraged to participate in any school programs that interest them including a range of student organizations such as debate team or Spectrum Club (a Gay-Straight Alliance that has branched out into all areas of discrimination), campus-wide sports, and the International Baccalaureate Diploma program. Currently one intermediate and two advanced ELLs have a full IB program while eleven additional students take IB classes in their areas of interest. Students in these advanced classes are invited to participate in the IB Scholar-to-Scholar afterschool peer-tutoring program that operates independently of the ESL tutoring and supports so that they get additional help with the difficult content and language of these classes. Finally, ELL-SWDs receive SETSS or other services in accordance with the goals set forth in their IEP.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Struggling readers and low-performing ELLs participate in a Literacy and Technology class that teaches explicit literacy instruction and guidance using basic computer skills including how to use the internet as a research tool, keyboarding skills, and appropriately using the school email system to access the Google Drive resource. Most ELLs are also in the Achieve3000 reading intervention program either in a discrete ESL class, independent study, or in the official afterschool program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support in our ESL program is provided through Spanish for Native Speakers courses as well as translated texts, native-language study groups, peer-to-peer native-language tutoring, and native language partners during in-class work time. The latter is offered in both stand-alone ESL classes and content courses during group work time, especially for texts or content that is particularly difficult to grapple with. Native language glossaries and exams are additionally provided in some content area classes for beginning and newcomer ELLs as well as those who feel they may want to take Regents Exams in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All high school ELLs receive literacy-focused instruction with relevant, age-appropriate content geared for high school students. Literacy and language targets are tailored according to Common-Core literacy standards and benchmarks. Texts are leveled according to Lexile levels as measured by the diagnostic Levelset from Achieve3000, so the students read and write about the

same subject/content and demonstrate mastery of the same learning targets with leveled texts.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Because the KAPPA ESL department is in the developmental phase there was no summer program for recent newcomers in 2013. However, this is in the planning stages for summer or August 2014. Activities for newcomers throughout the school year include an after-school program once a week on Mondays for Achieve3000 that provides bilingual support, small group tutoring once or twice a week, and a Beginner ESL class specifically designed for recent newcomers.

18. What language electives are offered to ELLs?

Spanish as a Foreign Language, Spanish for Native Speakers, IB Spanish literature, French as a Foreign Language, and IB French are all open to any student with interest who meets the minimum proficiency levels in the respective languages. For example, on native Bengali speaker and one native Arabic speaker have chosen to enroll in Spanish as a Foreign Language while a few native Spanish speakers have chose to take French courses.

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.

The professional development plan for all teachers of ELLs includes: 49 minutes weekly of professional development time with grade teams or department teams periods 4/9 in general. Sarah Van Etten plans with five teachers during four different periods a week during or after school. Cass meets with three teachers five periods a week during or after school. The ESL department will lead two hours of workshop sessions during the full staff PD on Feb. 3, 2014 Chancellor's Day

The ESL department assists the other teams with case studies, data analysis, shared best practices, and discipline-specific modifications during grade-team Instructional Support Team meeting. TESOL certified teachers improve their practice in part through participation in a variety of professional development opportunities offered through the New York City Department of Education, Teachers College (as part of the Teaching Residents at Teachers College continuing education program), and other independent conferences offered by NYCORE, Educators4Excellence, Urban Word, and other private and nonprofit institutions. Van Etten and Justin Mulvey, the Math department head teacher, attend a Teaching CCLS Math to ELL PD that spans six months during the school year and they turnkey the information to the Math department. They held a turnkey department meeting 11/20/13 and will have a following meeting in January and April. Those dates are 10/11/13, 11/15/13, 12/6/13, 1/10/14, 2/14, 3/7/14.

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?

Specific workshop for parents of ELLs, targeting newcomer ELL parents include:

A 1.5-hour workshop that introduces parents to navigating different websites, previews the Parent Support Resources page on the KAPPA ESL website, works on resume writing, and practices interview skills. This will take place once a year and will be led by the ESL Department in partnership with the Guidance Counselors Torres and Abreu, and Parent Coordinator Caamaño.

Another 1.5 hour workshop will focus on showing participants the process of the college search, application process, and financial aid, along with clarifying some of the college jargon. This workshop would require parents to bring their documents to school in order for staff to assist them with completion. This workshop will be once a year led by the ESL Department in conjunction with the Guidance Counselors, Parent Coordinator, and College Counselor Hughes. Next year, we will have a College Parent Orientation evening workshop in October 2014 and a College Aid Financial Aid Workshop in January 2014. These will be organized in conjunction with existing Senior Parent Nights.

Additionally, ELL parents are invited to all school events, especially Parent Nights, Open-Houses, and Parent-Teacher Conferences. They receive letters and reminder phone calls in both English and their native language. We are looking to expand available workshops and resources to include information on obtaining a GED, attending local adult ESL classes, and finding appropriate legal and immigration services. Information about these topics and other Bronx-based resources are already available on the KAPPA ESL webpage under "Family Resources."

E. Additional Information

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 10X374 School Name: KAPPA International High School

Cluster: 5 Network: New Visions

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.

To determine the written and oral translation needs of families, the RHLA ATS report, which indicates the home languages of each LEP student, is reviewed. This information is updated and confirmed during intake, parent orientation meetings, and informal interviews or meetings with families. School staff additionally track this information via the Blue Card and Parent Language Choice forms to ensure that native language copies of all school letters are sent to the appropriate homes for both ELL and non-ELL students. Spanish letters and phone calls are produced by bilingual school staff while all other home languages are accommodated via student assistance, Google Translate, and DOE translations services.

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 ATS reports, the school currently has 50 Spanish-speaking families, one Soninke speaker, 1 French speaker, 3 Bengali-speaking families, and 4 Arabic-speaking students from 2 families. This information was initially communicated to staff through ESL presentations at department and grade team meetings, at which time staff were given access to a shared Google Spreadsheet entitled "KAPPA ELL Support Information." Included in this information is the home language of each student, the preferred language of communication for each parent, and a list of translators available at our school.

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.

KAPPA International distributes translated written materials from a combination of sources including the translated materials provided by the New York City Department of Education, documents translated by the DOE translation services, and in-house and campus-wide school staff translation. The Principal, Social Worker, French and Spanish teachers, and school support staff are the primary translators of documents. Three school support staff members are bilingual, making them the primary contacts for Spanish-speaking families. In other situations, teacher-written documents for parents are translated using Google Translate.

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.

All meetings involving parents include the possibility for oral translation services as the Principal, Social Worker and several of other staff members speak both English and Spanish. Some teachers are also comfortable meeting with parents in Spanish. Several teachers in the school speak French and there are two staff members on the campus who speak Arabic. Student volunteers offer oral interpretation services in languages such as Bengali, Arabic, and Soninke regarding conversations beyond conduct and achievement.

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

The school uses DOE-provided materials, including letters, posters, and webpages to inform parents about the requirements for translation and interpretation services. For example, translated signs were posted prominently in each of the parent languages for parent-teacher conferences. These signs indicated the availability of interpretation services are found at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

Official interpretations services are used to translate student transcripts for identifying incoming new student programming needs. Intake staff determine within a month the language preference of the parent of each child. Records are updated on ATS and on student blue cards to maintain an appropriate and current record of the primary language of each parent. If the staff identify parents who will require language

assistance to communicate with the school, the Language and Interpretation Unit will be called.



Department of English Language Learners and Student Support

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 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>10x374</u>	DBN: 10x374
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Teachers identify ELL students in need of academic remediation during department and grade meetings. ELL students are invited to participate in afterschool tutorials for re-assessment. Afterschool tutorials are offered Tuesday, Wednesday, Thursday from 3:00pm to 5:00pm. The language of instruction will be English with Spanish and Arabic scaffolds. Three ESL teachers will co-teach with three content teachers.
Afterschool tutorials-
6hours-6teachers- \$51.51X6=\$309.06 per teacher Sum total-\$1854.36
total of 6 weeks=\$11,126.16

Part C: Professional Development

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

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

Begin description here: ESL teachers are receiving professional development through outside trainings provided by New Visions and Fordham University. Content teachers meet with ESL and special education teachers, as well as outside coaches provided by the school, to develop curriculum and integrate differentiation into lesson planning and delivery
ESL team is also participating in the CUNY-NYSIEB Emergent Bilingual Leadership Seminars to develop best practices for emergent bilingual speakers as well as monolingual students. The Biliteracy and fluency professional development seminars will be offered in six sessions- three days per semester from 9:00am to 3:00pm.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: A survey distributed to parents at the September PTA meeting identified workshops that parents were interested in:

Six workshops have been scheduled throughout the year:

Stress Management

Sleep Apnea and other disorders

College Night

Freshman Parent Meet & Greet

Interpreting Standard Based Grading

How to Read a Student Transcript Review

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,126	<u>\$11,126</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	-	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software	_____	_____

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200</u>	<u>\$11,200</u>