

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K468

School Name:

KINGSBOROUGH EARLY COLLEGE SCHOOL

Principal:

CONNIE HAMILTON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Kingsborough Early College Secondary School Number (DBN): 21K468
School: _____
Grades Served: Grades 6 - 12
School Address: 2630 Benson Avenue Brooklyn New York 11214
Phone Number: 718-333-7850 Fax: 718-333-7875
School Contact Person: Karen Hoffman Email Address: KHoffman3@schools.nyc.gov
Principal: Connie Hamilton
UFT Chapter Leader: Michael Kullman
Parents' Association President: Anna Lembersky
SLT Chairperson: Sarah Gotimer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Anna Lembersky
Student Representative(s): Nicoletta Tachtchouk
Jessica Gonzales

District Information

District: Affinity Superintendent: Fred Walsh
333 7th Avenue Room 709
Superintendent's Office Address: New York New York 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212 356 3739 Fax: 212 356 7514

Borough Field Support Center (BFSC)

BFSC: 21 Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street Brooklyn NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718 935 5618 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tracee Murren	*Principal or Designee	
Michael Kullman	*UFT Chapter Leader or Designee	
Anna Lembersky	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Anna Lembersky	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jessica Gonzales	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nicoletta Tachtchouk	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vanessa Davis	Member/ Parent	
Ilona Dobrysh	Member/ Parent	
Randi Garay	Member/ Parent	
Sarah Gotimer	Member/ UFT	
Danielle Jacovino	Member/ UFT	
Alisa Politano	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jamila Minott	Member/ UFT	
Gerrylynn Haak	Member/ Parent	
Monique Moody	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement

The Kingsborough Early College Secondary School (KECSS) is a school where all children can and will learn. Our school will bridge the traditional gaps that currently exist between middle school, high school and college, thereby making both high school and college more accessible, attainable and affordable to a diverse population of students. Our purpose will be to educate the "whole child" and to graduate students who are academically, socially and emotionally prepared for the world at large. The collaboration between staff, students, parents, college and the community will help to support and nurture each child as they embark on a seven year educational journey that will lead to enrollment in senior colleges, opportunities in the work force, community involvement, global interests and all of the skills and characteristics that are needed to be successful in these areas including: critical thinking, independent learning, effective communication, compassion, humanity, and advocacy for others and themselves.

The College Experience

Since KECSS is an Early College School, students are exposed to college level inquiry upon entering the program. When they enter they begin participating in our Schoolwide Enrichment Clusters. These clusters offer our students special opportunities to work with some of the professors while using the college campus as an extension of our school. For example, they get to use the theater, the playing fields, the science labs, the computer labs, the Aquarium, the art studios, and many other parts of the Kingsborough Community College campus. Also, in the beginning of the ninth grade, students will begin to take college courses! Their first college course takes place over the summer in between 8th and 9th grade and is held on the Kingsborough Community College campus. Classes last approximately 6 weeks and are taught by college professors. For the duration of their time at KECSS students will continue to be enrolled in college courses. If they pass all the required courses they are eligible for graduation with an Associate of Arts Degree conferred by Kingsborough Community College (KCC).

Special Populations

As we are an unscreened Early College secondary school, we are also open to students with disabilities. Currently we have both Integrated Co-teaching (ICT) and Special Education Teaching Support Services (SETTS) classes on every grade level and many students with Related Services (RS) such as speech, physical therapy and occupational therapy.

Outside of our special education classes, we have many incoming 6th grade students who evidence significant reading deficiencies as determined by their fifth grade NYS ELA exam scores as well as their performance on assessments used by our middle school English Language Arts instructors (i.e. the Degrees of Reading Power (DRP), Scholastic Reading Inventory (SRI), Running Records, etc.). These students need a significant amount of direct reading instruction. To that end, we have committed to creating a culture that supports reading. We have a dedicated Independent Reading program in grades 6-10, a 25 book challenge to further incentivize students' participation in independent reading, a Scholastic Codex curriculum to modify and support our existing CCLS-aligned curricula, Achieve 3000 program as an academic intervention for our most deficient students. Additionally, during the 2015-2016 school year, KECSS will be working in conjunction with the NYCDOE Middle School Quality Initiative in order to further support our students'

acquisition of the literacy skills needed in order to become college ready by the advent of their ninth grade year.

Framework for Great Schools

This year KECSS made particular strides in the area of Collaborative Teachers. As our teaching staff is exceptionally diverse, the implementation of an Inquiry Group model of whole staff professional development allowed us to offer differentiated, targeted, meaningful professional development to our entire teaching staff. Working together in self-selected areas of interest or growth, our teachers explored multiple topics related to both the Danielson Framework and the needs of our student population in teacher-facilitated learning communities.

Framework areas of focus:

Rigorous instruction (5A)-

Due to the requirements of our Early College program, it is essential that adequate attention be paid to the rigor of curricula and curricular materials used in all of our classrooms. Likewise, it is essential that our instructors are mindful of the needs of all of our students and appropriately modify and adjust their curricula regularly. In order to monitor the efficacy of curricular modifications, we will closely track the performance of the students who comprise the lowest third of our tenth grade cohort in order to ensure they are accumulating college credits.

Supportive Environment (5B)-

KECSS has a strong advisory program with a specially designed curriculum, that creates a school environment where students are able to foster strong teacher-student relationships and a sense of belonging. Our advisory period is a time to ensure that students receive social, emotional and academic supports necessary to be well-rounded individuals who are able to balance the demands of our rigorous academic program.

Collaborative Teachers (5C) -

Professional conversations, along with post-observation conferences held with teachers over the course of the 2014-2015 school year, indicated that common assessments have not been used in order to assess student performance in middle school English Language Arts classes. Likewise, middle school English Language Arts teachers who participated in inquiry groups that focused on looking at student work over the course of the 2014-2015 school year identified that common rubrics and assessment formats were not being used to consistently measure student performance in grades 6-8. These conversations also indicated that all middle school English Language Arts teachers who participated in inquiry groups that focused on looking at student work over the course of the 2014-2015 school year felt strongly that articulating a clear scope and sequence of spiraled skills/content/resources would allow teachers to better develop rigorous, meaningful curricula and benefit student outcomes. In order to support this work and in order to improve student outcomes on NYS English Language Arts exams and NYC MOSL assessments, the middle school English Language Arts team will develop common pre and post assessments that will be used to track and measure student performance during the 2015-2016 school year.

Strong Family/Community Ties (5E) -

It is integral to the mission of KECSS that all students regardless of their academic background have access to rigorous curricula created in conjunction with the NYC Instructional Shifts and the Common Core Learning Standards. Therefore we will use our 'Target 12' initiative to establish goals and provide individualized support for our most academically deficient students, as it is our firm belief that if appropriate interventions are not put in place to address the deficiencies of these students, they will not graduate from high school. Our "Target 12" students are typically the 12 most deficient students on a grade, as determined by assessments and teacher anecdotes. Additionally, it is the mission of KECSS for students to earn their High School Diploma and Associate's Degree simultaneously. So that this goal may be met, students will have to accumulate at least 10 credits for every year they are enrolled in high school if they are to graduate in four years. It is important that students are offered every opportunity possible to graduate within four years. To adequately support the unique needs of our Target 12 students, we will be holding parent conferences

intended to communicate the individualized student action plans designed for them throughout the course of the 2015-2016 school year.

21K468 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	565	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	4	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	65.8%	% Attendance Rate		91.5%
% Free Lunch	66.4%	% Reduced Lunch		8.7%
% Limited English Proficient	1.5%	% Students with Disabilities		14.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		24.9%
% Hispanic or Latino	24.3%	% Asian or Native Hawaiian/Pacific Islander		7.4%
% White	42.6%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.7%	% Teaching Out of Certification (2013-14)		2.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28.0%	Mathematics Performance at levels 3 & 4		39.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		91.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	84.7%	Mathematics Performance at levels 3 & 4		90.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Through engaging curricula, rigorous instruction and active engagement, students of KECSS have experienced academic success. At the end of the 2014-2015 school year, 94% percent of students graduated from high school with a Regents diploma and 70% of graduating seniors also earned their Associates Degree from Kingsborough Community College.

It is the mission of KECSS to bridge the gap between middle school, high school and college and for students to earn their High School Diploma and Associates Degree simultaneously. In order to meet this goal, students are registered for college level courses that fulfil both New York State (NYS) high school graduation requirements and City University of New York (CUNY) Associates Degree Requirements.

At KECSS we believe that all students regardless of academic background should have access to rigorous curricula, and should be provided with supports to ensure that are able to intellectually engage with challenging academic content.

The focus of this goal would be to address the needs of our lowest third students who have traditionally struggled to earn their high school diploma, and consequently their Associates Degree through our program.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 10th Grade students in the lowest third of our school will access intellectually rigorous college level curricula by participating in four college level courses that fulfill both NYS and CUNY academic standards, and 50% of them (15/30) will pass at least one of these courses with a grade of a C or higher

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All 10th grade students will be programmed for an advisory program three days per week. This course focuses on developing self-advocacy skills and strategies for coping with the stressors of a demanding academic schedule. In this program they will learn study skills, note-taking skills, goal setting, and will write academic reflections.</p>	<p>10th grade lowest 3rd</p>	<p>09/2015 – 06/2016</p>	<p>Advisors</p>
<p>Student performance in college classes is monitored by the college liaison. Students who are not maintaining a class average of C or higher will meet with a college advisor to create an academic contract. As part of the academic contract, the students, advisor, and professor create SMART goals and action plans for improvement in the course. These action plans include participation in tutoring sessions, assignment review, and extra credit activities.</p>	<p>10th grade lowest 3rd</p>	<p>09/2015 – 06/2016</p>	<p>College liaison and assistant principal</p>
<p>Our school’s “Target 12” initiative will be used to provide individualized support for struggling students in the lowest third of our school’s student population. Students meet with teachers bi-weekly to review their progress in their courses and execute the action plans identified by their academic contracts.</p>	<p>10th grade lowest 3rd</p>	<p>09/2015 – 06/2016</p>	<p>Target 12 team</p>
<p>All high school course curriculum maps will be designed to include ongoing formative assessments aligned to standards-based benchmarks to assess student progress throughout instructional units. Strategies for multiple entry points and scaffolds will be designed by teams of teachers to support struggling students in mastering these assessments and benchmarks.</p>	<p>10th grade lowest 3rd</p>	<p>09/2015 – 06/2016</p>	<p>Teachers and professors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Title 1 Parent Involvement Allocation used for School Messenger to support parent involvement • 1 UFT Teacher Center Specialist to provide professional development for teachers around instructional modifications • 1 College Liaison to monitor student progress in the college program • College professors

- HS text and supplemental materials
- College textbooks
- Jupiter Grades subscriptions to facilitate the tracking of academic progress
- Regents Prep materials

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, all 10th grade students will have engaged in rigorous college level curricula and 25% of the students in the lowest third (8/25) will have passed at least one of these courses will a grade of a C or higher.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

KECSS has a strong advisory program with a specially designed curriculum that creates a school environment where students are able to foster strong teacher-student relationships and a sense of belonging. Our advisory period is a time to ensure that students receive social, emotional and academic supports necessary to be well rounded individuals who are able to balance the demands of our rigorous academic program.

Grade 10 is the first time that our students are enrolled more than one college class in addition to their high school schedule. This has resulted in a higher failure rate for some 10th grade college courses. Because of the rapidly increasing rigor and demands of the 10th grade college program, we believe it is necessary to provide our most deficient students with strategies and supports to ensure academic success in these classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By 2016, all students enrolled in our 9th and 10th grade Student Development program will receive social, emotional and academic support through their participation in an advisory program designed to increase their college readiness skills, as evidenced by attainment of mastery on a common rubric on at least 85% of the portfolio assignments designed to help them meet their college and career goals.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Curriculum Development:</p> <p>The school’s Student Development Advisory Program Team will meet over the summer of 2015 to develop a year-long scope and sequence and curriculum for the 9th and 10th grade program. They will pull resources from the Student Development courses from Kingsborough Community</p>	<p>Student Development Advisory Program Team</p>	<p>July 2015 - September 2015</p>	<p>UFT Teacher Center Coach, Student Development Advisory Program Team</p>

College's to develop appropriate assessments and a common rubric.			
<p>Teacher Training:</p> <p>The Point People for the 9th and 10th grade Student Development Advisory Program will meet with the teachers on their teams to provide an overview of the scope and sequence, and provide training for the first unit. These trainings will continue on a monthly basis to receive feedback regarding units, student progress, and to modify the curricula throughout the year.</p>	Student Development Advisory Program Team	September 2015-June 2016	UFT Teacher Center Coach, Student Development Advisory Program Team
<p>Student Assessment:</p> <p>Throughout the year, the teachers of the Student Development Advisory Program will assess their students using common portfolio assessments and rubrics.</p>	9 th and 10 th grade students	September 2015-June 2016	Student Development Advisory Program Team
<p>Curriculum Modifications:</p> <p>Throughout the year, the Student Development Advisory Program team will make revisions and modifications to the planned units to address any gaps or challenges revealed by student progress data</p>	Student Development Advisory Program Team	September 2015-June 2016	UFT Teacher Center Coach, Student Development Advisory Program Team

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- UFT Teacher Center Instructional Specialist to provide professional development for teachers around instructional modifications.
- 30 hours of per session for the Student Development Advisory Program Team to develop curricula and lessons for grades 9 and 10.
- 100 hours of per session for the Student Development Advisory Program Team for curricular revision meetings once per month.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, all students enrolled in the Student Development Advisory program will have demonstrated an increased knowledge of the skills necessary to ensure emotional, social and academic success in high school and college by their completion and mastery of at least 65% of the portfolio assignments in this course.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
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- Professional conversations with teachers over the course of the 2014-2015 school year indicated that common assessments were not being used in order to assess student performance in middle school English Language Arts classes.
 - Middle school English Language Arts teachers who participated in inquiry groups that focused on looking at student work over the course of the 2014-2015 school year identified that common rubrics and assessment formats were not being used to consistently measure student performance.
 - Middle school English Language Arts teachers who participated in inquiry groups that focused on looking at student work over the course of the 2014-2015 school year concluded that articulating a clear scope and sequence of spiraled skills/content/resources would allow teachers to better develop rigorous, meaningful curricula and benefit student outcomes.
 - Middle school English Language Arts teachers who participated in the professional cycles of inquiry were also able to score higher on at least one area of the Danielson Rubric and consequently improve their Measures of Teacher Practice (MOTP) ratings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, Middle School English Language Arts team members will have worked collaboratively to develop and implement common pre-assessments, midterms, and end-year assessments aligned to the NYC Measures of Student Learning (MOSL) assessments in order to increase the rigor of the curricula and instruction and improve student outcomes by 5% as evidenced by their performance on the end of year MOSL assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development:</p> <p>The school’s Professional Development Team will facilitate a series of professional learning sessions that focus on research related to the importance and effectiveness of targeted common assessment and its impact on student achievement. These professional learning sessions will also focus on the appropriate utilization of tools, such as the Webb’s Depth of Knowledge Tool and Hess’s Cognitive Rigor Matrix, in assessing the level of rigor of classroom tasks, as well as the examination of exemplar Common Core-aligned tasks.</p>	<p>Whole staff</p>	<p>September 2015</p>	<p>UFT Teacher Center Coach, Lead Teacher, Administration, Department Chairs</p>
<p>Teacher Team Meetings:</p> <p>During teacher team meetings, the Middle School English Language Arts teachers will apply their understandings from the professional development about common assessments to working collaboratively to develop common rubrics, pre-assessments, midterms, and end-year assessments. The first few sessions will focus on examining state exam item analyses and unpacking the Common Core standards for each grade, which will lead to the identification of important skills and content knowledge to be tested through common assessment. The teacher team will then work to create these common assessments.</p>	<p>Middle School English Language Arts teachers</p>	<p>October 2015- June 2016</p>	<p>English Department Chairperson, Middle School ELA and ICT teachers, Administration</p>
<p>Student Work Protocols:</p> <p>The Middle School ELA teachers will meet once a month to engage in a tuning protocol for looking at student work. During these protocols, teachers will discuss performance data on common assessments, and will look at student work samples to identify areas of strength and areas to be addressed. For areas of weakness, the team will identify next steps and appropriate revisions to instruction and assessments to address these issues.</p>	<p>Middle School English Language Arts teachers</p>	<p>October 2015- June 2016</p>	<p>English Department Chairperson, Middle School ELA and ICT teachers, Administration</p>

<p>Professional Conversations:</p> <p>All Middle School ELA teachers will meet with an administrator three times a year to engage in professional conversations. During these conversations, the teacher and administrator will discuss the teacher's progress and concerns with using the common assessments developed by the teacher team. In addition, they will discuss the data regarding students' performance on these assessments, as well as the changes to instruction and the curriculum required to meet areas of student deficiency.</p>	<p>Middle School English Language Arts teachers</p>	<p>October 2015, February 2016, June 2016</p>	<p>Middle School ELA and ICT teachers, Administrators</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Teacher Center Instructional Specialist provide professional development for teachers around instructional modifications • 30 hours pf per session for teacher leaders to design inquiry plans • ATLAS online curriculum mapping system to ensure the recording of instructional and curricula modifications • Various professional texts and materials

<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, all middle school students will have sat for common unit assessments and midterms in ELA, designed to assess their comprehension of the rigorous Common Core aligned curricula, and at least 3% more of them than last school year will be on track to score at or above proficiency on the end year MOSL assessment.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

During the 2014-2015 school-year 94% of our teachers were identified as effective or highly effective as evidenced by their performance on the Measures of Teacher Practice Report. So we believe that they are at a level in their teaching practice where they can assess themselves and engage in inquiry to support their professional learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that fosters teacher self-assessment and provides them with an opportunity to select a professional inquiry team that best meets their needs, resulting in a 10% increase in the number of teachers demonstrating an increase in their overall score on the component of the Danielson Framework for Teaching that aligns to their inquiry team selection.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will engage in a reflection of their current practice, and identify targeted areas for improvement. Teachers will then sign up for a Professional Inquiry Team that addresses these needs.</p>	<p>All teachers</p>	<p>09/2015</p>	<p>UFT Teacher Center Coach, teacher leaders Administration</p>

All teachers will engage in a cycle of professional learning sessions that meet bi-weekly. These sessions will consist of group exploration of research related to the area of inquiry, and an analysis of their current practices related to this area. Teachers will spend time researching new strategies to implement in their classrooms, and will monitor their implementation of these strategies throughout the cycle.	All teachers	09/2015-06/2016	UFT Teacher Center Coach, teacher leaders Administration
Teachers will conduct inter-visitations with colleagues from their inquiry groups to see models of strategy implementation and to provide constructive feedback.	All teachers	09/2015-06/2016	UFT Teacher Center Coach, teacher leaders Administration
Teachers will make revisions to their strategy implementation plans, based on their analysis of student work and reflections on lesson and unit plans. Teachers will make adjustments to their curriculum maps as a result of these reflections.	All teachers	09/2015-06/2016	UFT Teacher Center Coach, teacher leaders Administration
Teachers will engage in a Share Fair at the end of each of the three inquiry cycles of the year, during which selected members of each inquiry team will present their strategies and successes to the whole staff.	All teachers	09/2015-06/2016	UFT Teacher Center Coach, teacher leaders Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 1 UFT Teacher Center Specialist to provide professional development for teachers around instructional modifications • 30 hours of per session for inquiry team facilitators to plan inquiry sessions • HS text and supplemental materials 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all teachers will have participated in at least one cycle of learning designed to foster professional growth in a self-selected area of instruction and will have scored a proficient or higher on the component of the Danielson Framework for Teaching aligned to their area of inquiry.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
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- Although for the past two years KECSS has had graduation rates of 94% or higher, students who failed to graduate began struggling to accumulate credits during the 10th grade year. We believe that this is in part due to the increasingly challenging curricula and a heavier college course load.
 - The students who have been identified to be part of our ‘Target 12’ program are significantly underperforming as evidenced by NYS Assessments, class work and teacher observations. We believe that if interventions are not put in place to address the deficiencies of these students, they will not graduate from high school.
 - We believe that there is a direct correlation between parent involvement and student academic performance. Parents are the first educators of their children and indispensable partners with the school in the establishment of academic, social and emotional goals for our students.
 - It is the mission of to ensure that all students regardless of their academic background have access to rigorous curricula created in conjunction with the Instructional Shifts and the Common Core Learning Standards. Therefore we will use our ‘Target 12’ initiative to establish goals and provide individualized support for our most academically deficient students.
 - It is the mission of for students to earn their High School Diploma and Degree simultaneously. In order to meet this goal students will have to accumulate at least 10 credits for every year they are enrolled in high school if they are to graduate in four years. It is important that students are offered every opportunity possible to graduate within four years. Statistics and research states that the longer a student takes to graduate from high school, the less likely he or she is to attend college

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the parents of students in our school’s 10th grade “Target 12” population will actively participate in at least two parent conferences where they collaborate with school team members to create individualized student action plans to ensure that at least 75% of these students accumulate 10 credits or more during their second year of high school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>NYS Assessments, scholarship reports and classroom data will be analyzed to determine the students in need of individualized interventions. Data gathered from these assessments will be used to determine areas of weakness for these students so that academic supports can be built into the curriculum to address their specific areas of deficiency.</p>	<p>Target 12 students</p>	<p>By September 30, 2015</p>	<p>Data Specialist and content teachers</p>
<p>NYS Assessments, scholarship reports and classroom data will be analyzed to determine the students in need of individualized interventions. Data gathered from these assessments will be used to determine areas of weakness for these students so that academic supports can be built into the curriculum to address their specific areas of deficiency.</p>	<p>Target 12 students</p>	<p>Ongoing</p>	<p>Content teachers, Department Chairs, UFT Teacher Center Specialist, Lead Teacher and KECSS Administration</p>
<p>Members of the Target 12 team will meet regularly to discuss and review student performance on the formative assessments and their progress towards meeting.</p> <p>Four face to face conferences will be scheduled with the parent/guardians of the students participating in the 'Target 12' initiative. They will also receive monthly updates on the performance of their children and be provided with information to help them assist their children at home.</p> <p>Progress Reports will be sent home once per marking period to serve as an interim assessment of student performance and proficiency in all academic classes. Additionally, parents will be given access to our online grading system, Jupiter Grades, which affords</p>	<p>Target 12 students</p> <p>Target 12 students and Parents/Guardians</p> <p>Target 12 students and Parents/Guardians</p> <p>Target 12 students and Parents/Guardians</p>	<p>Monthly</p> <p>October 2015 November 2015, February 2016 and May 2016</p> <p>October 2015</p> <p>December 2015</p> <p>March 2016</p>	<p>Target 12 intervention team members, High School Guidance Counselor, KECSS Administration</p> <p>Parents/Guardians High School Guidance counselor and Target 12 intervention team members</p> <p>Content teachers, Parents/Guardians, KECSS Administration,</p> <p>High School Guidance Counselor</p>

<p>them the opportunity to consistently monitor their child’s academic performance.</p> <p>Our school website will be linked to individual teacher websites thereby enabling parents to keep updated on curriculum and school wide events.</p>		<p>May 2016</p> <p>Ongoing</p>	<p>Technology Specialist, Content teachers and Parents/Guardians</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • UFT Teacher Center Instructional Specialist to provide professional development for teachers around instructional modifications • 80 hours of training rate for iLearn Training • 220 hours of per session for iLearn Academy • Title 1 Parent Involvement Allocation for Jupitergrades, to ensure ongoing parent/teacher communication. • Classroom textbooks and other resource materials • High School Guidance Counselor to provide parent outreach, and conference facilitation • iLearn licenses to supplement in class curricula
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<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By January 2016, the parents of the students in our school’s 10th grade “Target 12” population will have actively participated in at least one parent conference, where they helped with the creation of an individualized action plan designed to ensure their child accumulates at least 10 credits or more during their second year of high school.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Middle School- Students were assessed using the Degrees of Reading Power (DRP), and assigned a reading level based on their performance on this test. A secondary diagnostic was administered to the lowest performing students in grades 6-8 to further determine their specific areas of deficiency and the type of program needed to best service this population.</p> <p>High School-Students were assessed using the Pearson Reading Level Indicator and assigned a reading level based on their performance on this test. Students who were reading at a level significantly below their assigned grade level were scheduled for an additional period of literacy instruction.</p>	<p>Achieve 3000</p> <p>Wilson Reading Program</p> <p>Literature circles</p> <p>Socratic Seminar</p> <p>Independent reading and targeted conferences</p> <p>Saturday School</p> <p>Lunch tutoring</p> <p>Through our participation in the Middle School Quality Initiative (MSQI) we will be implementing more programs to address the needs of our students.</p>	<p>Small group targeted instruction</p> <p>Whole group instruction</p> <p>Teacher guided online reading platforms</p> <p>Tutoring</p>	<p>During the day</p> <p>Saturday School</p>

Mathematics	Students in the middle and high school were assessed using a baseline assessment that corresponds to the state assessment of the course(s) in which they are currently enrolled.	Saturday Academy iLearn Math XL Lunch tutoring	Small group targeted instruction Whole group instruction Tutoring	During the day After School Saturday School
Science	Students in the middle and high school were assessed using a baseline assessment that corresponds to the state/city test of the course(s) in which they are currently enrolled.	Lunch tutoring CUNY STEM Program Code.org SLNOVA	Small group targeted instruction Whole group instruction Tutoring	During the day After School Saturday School
Social Studies	Students in the middle and high school were assessed using a baseline assessment that corresponds to the state/city test of the course(s) in which they are currently enrolled.	Lunch tutoring Achieve 3000	Small group targeted instruction Whole group instruction Tutoring	During the day After School Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	During grade team meetings teachers recommend students for psychologist evaluations based on class performance and social interactions. Parents are also allowed to request evaluations if they believe their child is in need of services.	Occupational Therapy Physical Therapy Speech Counseling	One-to-one Small group	During the day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • The majority of our teachers are highly qualified as defined by the NCLB. Our interview and recruitment process is facilitated by a team of highly qualified teachers, administrators, and parents who assess candidates every year through the use of an established rubric aligned with the Danielson Framework and Best Teacher Practices and KECSS core values. • To retain and support highly qualified teachers, we offer extensive professional development regarding citywide instructional expectations, the implementation of the CCSS, teacher effectiveness, school-wide initiatives, and focus groups based on teachers' self-reported needs

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • We continue to employ a UFT Teacher Center specialist to support teachers in the backwards planning of their curriculum maps, the implementation of literacy strategies, the analysis of student data so that they can provide students with appropriately challenging course material, and the implementation of strategies aligned with the Common Core. This UFT Teacher Center Coach attends monthly professional development sessions offered through the UFT Headquarters, which are focused on discussing, analyzing, and writing arguments about non-fiction texts. These skills and strategies are then shared with teachers during school-based professional development sessions. • We have teachers who have assumed the role of teacher leaders within our building. These teacher leaders facilitate inquiry team studies, and provide assistance with the development and implementation of Common Core aligned curricula and instructional strategies.

- Teachers engage in monthly department team meetings to use protocols for looking at student work and analyzing the effectiveness of the implementation of instructional strategies focused on research and argument-writing skills.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	362,874.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,153,249.00		

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Kingsborough Early College Secondary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by

actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Kingsborough Early College Secondary School, will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right

to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 468
School Name 2630 Benson Avenue, Brooklyn, NY 11214		

B. Language Allocation Policy Team Composition

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

Principal Connie Hamilton	Assistant Principal Natasha Delbe
Coach Elizabeth Mohammad	Coach
ENL (English as a New Language)/Bilingual Teacher Sandy Gelfman	School Counselor Nichollette Apap
Teacher/Subject Area Belsham/ELA	Parent Ilona Dobrysh
Teacher/Subject Area Gervasi/ELA	Parent Coordinator Genevieve Mercaldo
Related-Service Provider Marisa Genco	Borough Field Support Center Staff Member Christine Etienne
Superintendent Fred Walsh	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	606	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	1

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	0	0	3	0	1	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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								1						0
Chinese										1	1			0
Russian							2							0
Bengali														0
Urdu							1							0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							2							0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)							3		1		1			0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4				0
7	1				0
8		1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2		1		1				0
7	1								0
8			2						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	1		1	
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

To order to determine the literacy skills and reading levels of the ELL students KECSS uses the Degrees of Reading Power Assessment (DRP), the Achieve 3000 reading assessment as well as the Writing and Reading Assessment Profile (WRAP). All assessments provide literacy grade level equivalencies. According to data received from these assessments, our ELL students are underperforming in the areas of literacy. On average they are reading on grade levels that are three years below their current grade level. To address this issue teachers are focusing on applying literacy strategies across all content areas. Students will also receive dedicated reading instruction at least twice per week in addition to their English Language Arts program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSLAT Assessment, tests for English proficiency in speaking, listening, reading and writing. Data collected from this assessment is used for determining the support each student needs based on his/her proficiency levels. According to data collected from the 2015 NYSLAT 29% (2/7) students are Entering learners, 71% (5/7) students are Expanding learners. On average our students' area of strength is speaking and their area of weakness is writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Ms. Murren and Ms. Gelfman analyze the data from the NYSELAT the similarities in the proficiency levels allows for an ungraded homogenous program model with a relatively singular curriculum. Ms. Gelfman uses the AMAO tool to tailor the curriculum to meet the needs of the students in the ELL class.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. This is not applicable. Our ELL students take all tests in English. Eighty six percent of ELL students (6/7) scored a level 1 on the NYS Common Core ELA Assessment and 14% of ELL students (1/7) scored a level 2 on this assessment.
- b. The results of all periodic assessments are used to modify the curriculum and instructional program of the students. These results also determine the types and frequency of the academic interventions offered to the students. This data has shown that our students need additional remediation with non-fiction reading. To address this deficiency our ELL students will be programed for a dedicated reading period each day and will use Achieve 3000 to target their identified areas of weakness.
- c. Data gathered from these assessments show that our students need strategies around reading non-fiction texts. This is especially important since the Common Core Learning Standards emphasizes the use of non-fiction texts
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

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

In order to ensure the development of a child's second language, all teachers including content area instructors will modify their lessons to ensure emphasize is placed on reading, writing, and new language development in all classrooms. Lessons will also reflect students cultural backgrounds and educational history.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g, meeting AYP for ELLs).
In order to fully assess the ELL program formative and summative data is collected and analyzed by the Inquiry Team. Data will be collected from interim assessments such as classroom tests and MOSL Baseline Assessments and Mid-term examinations while summative data will be obtained from the NYSITELL and State and Local Assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

In order to determine whether a new student may possibly be ELL's, Ms. Gelfman administers the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Before and after this process parents are informed of purpose for the student screening. Translators are provided through the NYC Department of Education when necessary.

The persons responsible for conducting the initial screening, administering the HLIS, the NYSITELL Assessment (if necessary), and the formal initial assessment are the Language Proficiency Team (LPT), which includes, Sandra Gelfman (certified ESL teacher), and Ms. Murren (Acting Principal). Once potential ELLs are identified, and the LPT and the principal are in agreement, Ms. Gelfman will administer the revised NYSITELL test within 10 days. The NYSITELL test results then determine whether students are entitled to one of the three ELL programs. If necessary Ms. Murren or Ms. Gelfman will administer the Spanish LAB to Spanish-speaking students who do not pass the NYSITELL. This test is administered in order to determine language dominance.

The NYSELAT is administered annually to all English language learners. ELL students are tested for English proficiency in speaking, listening, reading and writing. Each student's performance on this test will be the basis for determining whether the student continues to

be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as entering, emerging, transitioning, expanding or commanding. Data from the RLAT provides KECSS with valuable information in designing and placing our students into instructional programs and determining the type of support each student needs based on his/her proficiency level. The NYSITELL scores are distributed to all teachers and each teacher uses this data to help support ELL students in the classroom. All KECSS teachers then use the NYSITELL and other assessment data to create an individual benchmarking/learning goal plan for the purpose of documenting student learning/progress and to implement strategies that will support each student and ensure he/she attains mastery of the specified set of standards outlined in each unit of study. NYSITELL data is used to inform instructional programs and initial language allocations at KECSS.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
During summer bridge we will administer the 9 page oral interview questionnaire provided by the NYC DOE in the student's home language, we will also administer the LENS which is a multilingual diagnostic assessment designed to measure the home-language literacy skills SIFE bring with them when they enter the NYC DOE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
Students with IEP's and home languages other than English, are referred to the LPT to determine the child's eligibility for the NYSITELL. If the LPT determines there is a need for administration of the NYSITELL, the test will be administered. This will occur within 20 days of the student entering the school. Members of the Language Proficiency Team are: Sandy Gelfman- certified ELL teacher, Deborah Burke- Director of Special Education, Tracee Murren- School Administrator, and a parent or guardian. Translation services will be provided for the parent if necessary.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within 5 days of the administration and grading of the NYSITELL, all parents of students who sat for the assessment will receive a letter of entitlement or non-entitlement in their preferred language. Two days after this letter is mailed it will be followed up with a phone call by the parent coordinator Ms. Mercaldo or the ELL teacher Ms. Gelfman, to inform the parents of the findings of the assessment. DOE Translation services will be utilized if necessary.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Through the letter of entitlement (in the preferred language) and/or the phone call by the parent coordinator or the ELL teacher, parents are informed of their right to appeal the placement or lack of placement of their child into an ELL program. This re-identification process, allows the parent to request that the ELL Identification process be administered a second time. Copies of letters of entitlement are kept in students' cumulative files. The parent coordinator and the ELL teacher will keep a record of their parent communication using a contact log.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
To ensure that all parents understand the program choices (transitional bilingual education, dual language and free standing ENL), every year during the second week of August before the official start of school, KECSS holds a mandated Parent Orientation during the Summer Bridge Program and it includes an in-depth overview of the ELL identification, entitlement and placement process with a Q & A session that follows the orientation. Parents who were not able to attend this meeting will be contacted by the parent coordinator- Ms. Mercaldo, in their preferred language and scheduled for a follow-up meeting one week prior to the beginning of the school year. This meeting will be facilitated by the Parent Coordinator- Ms. Mercaldo and the guidance counselor- Ms. Genco. During the first week of school, students will be identified for ELL using the HLIS. Parents will be contacted by their student's advisor in their preferred language to make an appointment with our ELL teacher Ms. Gelfman for a One-on-One meeting or phone conversation concerning the ELL entitlement and placement process for their child. The PTA will offer an ELL Parent Orientation Workshop during the PTA September meeting to address the ELL parents as a group, if requested.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. This letter, written in the preferred language, will also indicate that if the letters are not returned the default placement is the bilingual program. These documents are sent home with the child in the preferred language, and the completed forms are returned to the child's advisor who submits them to the main office to be filed in the student's cumulative files. The ELL teacher will monitor the parent program choice and will contact the home of any parent who does not return the forms in a timely manner. The ELL teacher will also contact the parents, in their preferred language who have previously chosen a TBE/DL to inform them when the program becomes available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. This letter, written in the preferred language, will also indicate that if the letters are not returned the default placement is the bilingual program. These documents are sent home with the child in the preferred language, and the completed forms are returned to the child's advisor who submits them to the main office to be filed in the student's cumulative files.
9. Describe how your school ensures that placement parent notification letters are distributed.
KECSS uses their advisory program to ensure that all placement letters are distributed and collected. Parents who cannot be contacted by the advisor will be referred to administration. These parents will then be contacted through the use of the parent coordinator or the school's attendance teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is kept in the student files located in the main office of the school. The ELL administrator and the ELL teacher will be responsible for maintaining the records. All teachers will be able to request access to students records through the school administrator.
11. 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 is administered to all ELLs in grades 6 to 12 (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSLAT to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result.
ATS reports are run to ensure that all 7 ELL students have taken the NYSLAT ATS reports are also used to determine NYSLAT eligibility. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Administration of this assessment is supervised by the ELL administrator- Ms. Murren and the school's testing coordinator- Ms. Henry.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Parent Survey and Program Selection Form is attached to the notification of entitlement to ELL services to provide to the parent specific information on how the ELL program information is delivered. These documents are sent home with the child through their advisor who will collect the forms back and submit to the main office. The advisor will call the home of any parent who does not return the forms in a timely manner. Administration will be notified in the event that the advisor is not able to contact the parent and will then follow through in ensuring the form is returned.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the last 9 years KECSS has been open, all parents of ELL students have requested a Freestanding ELL program. As parents of Early College students, they have expressed concern about their children keeping up with the curriculum, and would rather they receive instruction in English and pull-out services as determined by the results of the NYSESLAT and NYSITELL. Our freestanding program aligns with the requests of parents, although parents have been informed about the other options for ELL instruction they have opted to have their child participate in this program. At this point our ELL population remains very small and KECSS has had great success with out ELL student testing out of the program as a result of their scores on the NYSESLAT.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
At KECSS we utilize an ungraded program for stand alone services. All 7 ELL students are serviced simultaneously and travel together as a group. 71% (5/7) are categorized as expanding and 29% (2/7) are new to the school and as entering. Students categorized as entering, will receive integrated hours of ELL instruction in their content area ELA.
 - b. TBE program. *If applicable.*
We do not have a TBE program.
 - c. DL program. *If applicable.*
We do not have a DL program.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Entering students will receive 180 of stand alone of ENL instruction and 180 minutes of integrated ENL/ELA instruction. Emerging students will receive 90 minutes of stand alone and 180 minutes of integrated ENL/ELA instruction. Transitioning students will receive 90 minutes of integrated ENL/ELA instruction and 90 minutes of stand alone instruction. Expanding students will receive 180 of integrated ENL/ELA instruction. Commanding students will receive 90 minutes of integrated ENL/ELA instruction. Instructional minutes for the ELL program are incorporated into the weekly students' schedule as well as the weekly teacher's schedule.
3. Describe how core content is delivered in each program model. 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.
As a free standing ELL pull out program content specific instruction is not provided in this setting. The curriculum used in the ELL classroom focuses on student learning in the areas of reading, writing, listening and speaking. Within each content classroom teachers provide instructional and curricula supports to facilitate student learning.

English Language Arts

At KECSS the focus of the English Language Arts curriculum is the development of student interest in literature as well as their ability to understand, appreciate, and analyze a multitude of texts including non-fiction texts as per the demands of the CCLS. To achieve this goal, students will read numerous pieces of literature, in multiple genres such as non-fiction, poetry, drama, and contemporary young adult fiction. Students will learn strategies to independently evaluate and respond to text. Critical thinking skills will be fostered as students engage in meaningful, student-driven discussions, participate in Socratic seminars and Hot Seats, and complete a number of independent and collaborative projects. Additional independent courses of study will be offered for students identified for enrichment.

Mathematics

At KECSS mathematics courses are designed to assist students see and understand math as an integral and fascinating part of life. Our goal is to create a math environment where students are empowered to explore the many possibilities of problem solving. The mathematics curriculum has been created to ensure exposure to and mastery of numeration concepts, algebra, geometry, measurement and statistics and probability. Students will be afforded the opportunity to utilize manipulatives to construct, comprehend and analyze mathematical theory. They will also learn to verbalize, justify and present their arithmetic cognition, through journal writing and Socratic Seminars.

Science

The science program at KECSS is designed to make sure that all students including ELLs achieve mastery in the sciences. Curricula material is delivered using a combination of lecture and laboratory course work. To support and encourage the ELL student, reading and writing scaffolding techniques are used. The teachers also ensure student achievement with the use of active learning strategies, hands on experimentation, group work and discussions. Students are encouraged to use their listening, speaking, reading and writing skills to demonstrate their comprehension of the material being taught in class.

Social Studies

The Social Studies courses at KECSS are created to assist students as they explore the history of the United States as well as the world. To ensure that they internalize concepts such as: US expansion, imperialism, industry growth and government policies ELL students will participate in activities such as role plays, timelines, writing and the creation of scripts, all of which are designed to enable them to fully grasp the concept of life at different times in history. Students will also read books which have taken place during specific time periods, and which will help them further understand the time period they are studying. Socratic Seminars will facilitate higher order thinking skills, while allowing the development of listening, speaking, reading and writing.

All curricula used at KECSS has been aligned to the common core learning standards where possible.

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

Students at KECSS are not currently evaluated in the native language. As per the recommendations of the LPT, the results of the NYSITELL and the parent program requests, students are instructed and assessed in English.

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

The curriculum created by our ELL teacher ensures that students receive instruction in reading, writing, listening and speaking, throughout the school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

At KECSS differentiation of instruction for the ELL population is not based on years of ELL service but rather on NYSELAT proficiency levels as well as academic data obtained from New York State Content assessments. To address the individual needs of all students in the ESL classroom the teacher focuses on the individual student's content knowledge. The Inquiry Team has analyzed the academic data for all ELL students in order to determine their areas of strength and deficiency. According to data collected, these students are proficient in reading for information and understanding, while they struggle with literary response and expression. To address this issue the students have been placed in book club designed to help them use content clues to find the meaning of unknown words and understand how the structure of a passage aides in comprehension. The use of active learning strategies such as, games, skits, songs, partner interviews and structured conversation with classmates provides a low stress educational environment where the SIFE student can feel academically and socially successful. ELL and former ELL students receive extended time and a separate location. Former ELL students receive 90 minutes per week of ENL instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

To ensure academic progress for students adversely affected by re-identification we will incorporate high-interest-low-level books aligned to New York State Standards. These materials will be used to differentiate, scaffold, and support ELL and former ELL students to make lessons accessible to learners with varying academic, language, and personal needs.

Protocol for re-identification

Upon receiving a written request from a parent or guardian, teacher or student (over 18 years of age) the ELL administrator- Ms. Murren will review all documents related to the initial or re-entry identification process. She will also review the student's work in English and home language.

Ms. Gelfman the ELL teacher will then administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. We will then conduct and review the results of a school-based assessment, designed to assess student's listening, speaking, reading and writing. This test will be administered by Ms. Gelfman.

Ms. Gelfman then consults with the Special Education coordinator to determine if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

Based on the recommendation of the ELL teacher- Ms. Gelfman and the school principal- Ms. Murren determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian (and the student if he/she is 18 years of age or older).

Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent- Mr. Walsh for review and final decision. Written notification of the decision is sent from the Mr. Walsh's office to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents must be kept in the student's cumulative folder.

8. 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?

Teachers have been using leveled fiction and non-fiction texts based on each student's independent reading levels, grade and age, this makes curriculum content and skills accessible to all learners especially SWDs. Individual student interaction with these

Chart

leveled texts is supplemented by guided readings conducted by the teacher with more challenging, instructional level texts. Students continuously engage in a structured independent reading program both inside the classroom and at home to help them practice and develop fluency, vocabulary, and reading comprehension skills. Students are also provided with differentiated tasks and assignments, such as Venn diagrams, graphic organizers, and revised task prompts, which are designed to help scaffold abstract concepts for struggling students. Teachers also use technology such as Achieve 3000, SMARTBoards and online curricula to engage students in learning. Teachers use ongoing formative assessments, such as exit slips, homework assignments, and individual/small-group conferences to help track areas of growth and areas still in need of support. During these conferences, teachers and students outline individualized goals and action plans aligned to their IEPs to help ensure student success of SWDs.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 In order to address the needs of ELL-SWDs while ensuring that they are in the least restrictive environment, students will participate in ELL instruction designed to increase reading, writing, listening and speaking. SWD's academic placement, is based on recommendations of the school based support team during IEP meetings.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Chart

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

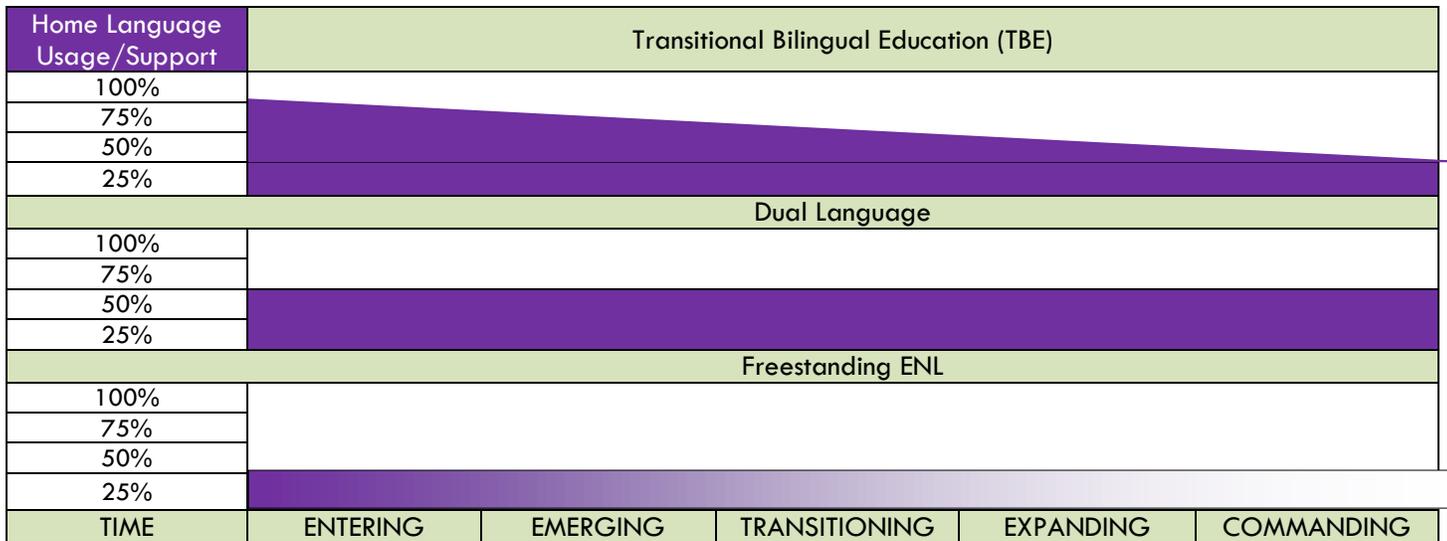


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. In all content classes teachers and students monitor the benchmarks that students have mastered for each unit using a benchmarking/learning goal template. Students who have not mastered the benchmarks or standards of the curriculum will set goals and action plans with the teacher to ensure mastery of the content. Students who have demonstrated mastery of the content will be compacted out the curriculum and given enrichment activities that utilize more advanced concepts.

English Language Arts

Three hours each Friday has been dedicated to ELA academic intervention for students. Student data is analyzed by the Inquiry team and each child is assigned to remediation or acceleration program depending on his/her strengths and weaknesses. Students also receive one to one or small group tutoring in afterschool reading programs. The programs currently used by KECSS include: Book Clubs, Literature circles and Achieve 3000

Mathematics

Students who are deficient in Mathematics have been assigned to Mathematics intervention programs on Fridays. The curriculum that is used on Fridays has been created by the mathematics teachers to address the specific deficiencies of the population. Students are also given the opportunity to receive one to one and small group tutoring during lunch and after-school.

Science

Science academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

Social Studies

Social Studies academic intervention services are provided during class, lunch, pull-out sessions and after-school. During these times students are provided with individualized instruction based on their specific areas of weakness.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All teachers have been informed in our department and team meetings which students are ELL students, and we have provided them with the protocols for requesting access to the files of ELL students.
- We have experienced great success with our current ELL program. Our students regularly test out of the ELL program as evidenced by their scores on the NYSESLAT, and currently 71% of ELL students (5/7) are passing all core content classes because of the intervention services listed above. 29% of ELL students (2/7) are not passing ELA. To address this area of deficiency students will be programmed for additional tutoring and small group instruction with ELA and ELL teachers.
12. What new programs or improvements will be considered for the upcoming school year?
- ELL's will be given more direct reading instruction through their ELA classes.
13. What programs/services for ELLs will be discontinued and why?
- No ELL programs/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The use of a freestanding ELL program means that our ELL students have access to the same services as all other students. ELL's are invited to participate in all afterschool and supplemental programs such as Achieve 3000, NIA, Enrichment Clusters and after school and Saturday tutoring. All ELL students participate in all activities that occur during the school day. ELLs are also provided with the opportunity to attend academic intervention and tutoring programs during the school day. 57% (4/7) ELL students participate in non mandated afterschool extra-curricular activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- In order to provide engaging instruction that appeals to the learning styles of all students including English Language Learners, teachers at KECSS use a variety of instructional materials including text books, articles, traditional blackboards, SMART Boards, laptop/desktop computers, LCD projectors, Audio Labs, TVs, DVDs, overhead projectors and manipulatives.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In the ELL classroom the goal is to assist students develop proficiency in academic classes taught in English. The home language is not an "official" part of an ELL classroom but is often used when possible to support the learning of English and of academic content in English. To ensure that English is learnt as quickly as possible it sense to use English exclusively in the classroom. The home language might be used to support academic content learning, but English could be used exclusively, or almost exclusively, for English language learning.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The curriculum that is currently in use by the ESL teacher is designed to meet the age level and grade level of ELL students. Although we use an ungraded classroom model, students are assessed and provided with classroom materials and resources that meets their specific cognitive levels. For SWD's scaffolds such as glossaries and annotations are used to help them access the material on their grade level. The services and support that they receive is based on their proficiency levels as evidenced by the NYSELAT
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At KECSS we have instituted a summer bridge program for all newly enrolled students including ELLs. This program is designed to introduce students to the culture, protocols and policies of the school. It also provides students with the opportunity to meet and interact with their teachers in a low-pressure environment. They are encouraged to build relationships with their advisors and meet and socialize with other students prior to beginning the academic year. This relives some of the stress ELL students feel when entering to a new school. They can also seek assistance from the shool's guidance counselor Ms. Apap, or the parent coordinator, Ms. Gen Mercaldo.
19. What language electives are offered to ELLs?
In 8th and 12th Grade French is offered to our students and in 9th grade, Spanish.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL teachers, guidance counselors and the assistant principal attended city-wide professional development on ELL initiatives, mandates and instructional strategies. Our UFT Teachers Center specialist provides on-going PD and support to our teachers regarding, CCLS curriculum alignment, instructional shifts, and literacy strategies to help work with our students

Description of Professional Development Cycle and Teams

Advisory Teams

Goals:

The goals of the Advisory Team Meetings are to:

- Reflect and revise existing Advisory units, using student and teacher feedback as a guide
- Design new lessons and activities to support the social and emotional needs of students in the Early College Program
- Engage in training facilitated by the Advisory Point Person to learn how to facilitate lessons for the following month's unit
- Delegate tasks to Advisory team members in preparation for future activities and units

Roles and Responsibilities:

- Each Advisory team is assigned an Advisory Point Person, whose responsibilities include:
 - o Updating all Advisory Unit Calendar Templates and Advisory Meeting Agendas on Google Drive
 - o Ensuring that all relevant tasks related to Advisory units and events are delegated and completed by their Advisory team members
 - o Facilitating monthly meetings with their teams (see above)

Logistics and Cycles of Feedback and Accountability

- Advisory Point People will meet with Liz Mohammad, the Advisory Supervisor, and other Advisory Point People once a month to discuss successes and challenges related to the overall Advisory program, plan revisions to the program, and coordinate events.
- All documentation, including meeting agendas and unit templates will be accessible to the staff on Google Drive.
- Teachers and students will receive periodic needs assessments and surveys regarding the Advisory program. These survey responses will be used to make revisions to the Advisory program and subsequent units.
- Advisors will also receive feedback from our Student Advisory Council meetings, which will occur once a month. The Advisory Council will consist of elected students from each grade, and during these meetings, student members will voice concerns to administration, and will help plan revisions to student-related activities and Advisory curricula.

Department Teams:

Goals:

The goals of the Department Team Meetings are to:

- Collaboratively review high-stakes assessments, create item analyses of these assessments, and make revisions to assessments and units in existing curricula to address any gaps in instruction
- Revise ATLAS curriculum maps to reflect any revisions and scaffolds and supports put in place for specific student subgroups
- Develop common assessments across grades and content areas
- Engage in collaborative analysis of student data generated from common assessments to make adjustments to existing curricula
- Engage in protocols for looking at student work to identify areas in need of support and to share best practices
- Schedule inter-visitations among department members
- Engage in planning related to any department-specific initiatives

Roles and Responsibilities:

Each department will be headed by a Department Chairperson, whose responsibilities include:

- Facilitating all department meetings and student work protocols
- Finding resources to support departments in their work regarding department-specific initiatives
- Facilitating to development of common assessments and curricula revisions
- Tracking all meeting agendas and meeting minutes

Logistics and Cycles of Feedback and Accountability

- Department Chairs will meet with administration once a month to provide feedback from their team meetings, check in about school-wide initiatives, and plan cohesive department meeting agendas for future department meetings.
- Departments will set yearly department goals aligned to the school-wide goals, and will collect assessment data to report back on progress towards achieving these goals throughout the year.
- Department Chairs will keep documentation of inter-visitations, student work protocols, department initiatives work, etc. on Google Drive

Grade Level Teams:

Goals:

The goals of the grade level team meetings are to:

- Identify at-risk students in each grade level
- Meet with other grade-level teachers to develop action plans to target these students' academic, social, and emotional needs
- Monitor the progress of these identified at-risk students, and help them accumulate their required credits through the use of intervention strategies

Roles and Responsibilities:

Each grade level will have a point person who will:

- Summarize team meeting notes and send updates to administration after each meeting
- Update grade level action plans on Google Drive

Logistics and Cycles of Feedback and Accountability

- The progress of targeted students will be monitored throughout the year, using progress reports from JupiterGrades as evidence of students' mastery of benchmarks once a month.
- Teachers will be asked to discuss their at-risk students' progress during their professional conversations with administration three times a year, and will discuss the success and challenges they're experiencing with these students.
- Teacher teams will continuously update the grade level action plan documents to reflect the work and interventions they are putting in place for students, which will be monitored monthly by administration.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our UFT Teacher Center Specialist, has created professional development opportunities tailored to the needs of our teachers. All teachers have received training and support around the implementation of the CCLS. They have been provided with materials to aid them in the modification of their curriculum to address the common core.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Since our school is a 6-12 we do not provide our teachers with professional development designed to help students transition into high school

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The UFT Teacher Center Specialist provides professional development sessions on Mondays and Tuesday afternoons for all teachers who are responsible for ELL instruction. The content of these professional development sessions focus on the implementation of the common core, and literacy strategies within the ELL classroom. Records are maintained by the UFT Teacher Center Specialist in the form of agendas and sign-in sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ELL Teacher and the guidance counselor schedule at least two mandatory meetings with the parents of our ELL students. More meetings are scheduled if the child is underperforming in his or her core content classes. At these meetings, student goals, class participation and progress towards the command of the language are discussed. Content area teachers are also invited to be a part of these meetings. Translation services are provided through the DOE as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In an effort to implement the Title I, Part A parental involvement requirements KECSS where possible will provide full opportunities for the participation of parents with limited English deficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. These decisions are made monthly at the School Leadership Team and PTA meetings. All parents of ELL students are invited to attend.

KECSS also promotes parental involvement by fostering meaningful communication involvement student academic learning and other school activities. This is achieved through the advisory program which provides the parents of ELL students with a point person to serve as the liaison between the home and the school

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A

5. How do you evaluate the needs of the parents?

Surveys will be provided to the parents in their preferred language. These surveys indicate optional times and activities for parental involvement in the KECSS community. Parent outreach is also done by the Parent Coordinator- Ms. Mercaldo. She provides parents with information about community activities in their preferred language via the mail or the phone.

6. How do your parental involvement activities address the needs of the parents?

In order to provide the necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Advisory teachers will contact each parent including ELLs and serve as a point person for parent contact as well as provide daily academic and social support for each student

Each student including ELLs will have a student agenda in which parents can access daily to view assignments and communicate in writing with teachers

Parents will also be interviewed as part of the Quality Review and parents will be surveyed. Their responses will be instrumental in the provision of services and programs

Parent workshops on curriculum and assessments will be provided so as to inform parents about the statewide methods of student evaluation.

The Parent Coordinator will survey parents and provide them with information about parent involvement opportunities in their home language.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **KECSS**

School DBN: **21K468**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Connie Hamilton	Principal		1/1/01
Natasha Delbe	Assistant Principal		1/1/01
Genevieve Mercaldo	Parent Coordinator		1/1/01
Sandy Gelfman	ENL/Bilingual Teacher		1/1/01
Ilona Dobrysh	Parent		1/1/01
Elizabeth Crowley	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Elizabeth Mohammad	Coach		1/1/01
	Coach		1/1/01
Nicholette Apap	School Counselor		1/1/01
Fred Walsh	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K468** School Name: **Kingsborough Early College School**
Superintendent: **Fred Walsh**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

KECSS uses information provided by families on the Home Language Identification Survey, and information provided on student emergency contact cards to determine what translations are necessary. Currently we communicate with parents in Russian, Uzbek, Mandarin, Spanish and Urdu. Oral and written translations are provided by DOE translation services, parent volunteers and teachers.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents of students at Kingsborough Early College Secondary School (KECSS) have requested communication in Russian, Uzbek, Mandarin, Spanish and Urdu. Oral and written translations are provided by DOE translation services, parent volunteers and school staff.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At KECSS the following documents are translated upon request:

Parent-teacher conference letters
Course syllabi
PTA Announcements
Testing Schedules
Permission Slips

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum nights
Parent-Teacher Conferences and Student Led Conferences
PTA Meetings
School Leadership Team
Attendance Meetings

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Oral and written translations are provided by DOE translation and interpretation unit, parent volunteers and school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet the translation needs of our school community we use a combination of over the phone interpreters and on-site by school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the first whole staff meeting of the school year, we distribute the Translation and Interpretation brochure to all members of the staff and review with them the protocol for accessing and utilizing translation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The KECSS Parent Coordinator distributes the Bill of Rights in multiple languages to families to ensure they are informed of their right to translation services. All important notices are translated during Open House information sessions and orientation meetings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To gather information about the quality and availability of translation services we will survey members of the PTA, SLT and parents at our open school nights.