

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **23K518**

**School Name:**                       **KAPPA V**

**Principal:**                             **RONDA PHILLIPS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Knowledge and Power Preparatory Academy (KAPPA V) School Number (DBN): 23K518  
Grades Served: 6,7,8  
School Address: 985 Rockaway Avenue, Brooklyn, NY 11212  
Phone Number: 718-922-4690 Fax: 718-922-5053  
School Contact Person: Ronda Phillips Email Address: rphilli@schools.nyc.gov  
Principal: Ronda Phillips  
UFT Chapter Leader: Thimothy Dally  
Parents' Association President: Nicole Hunter  
SLT Chairperson: Kathryn Wierzbowski  
Title I Parent Representative (or Parent Advisory Council Chairperson): Barbara Mascheck  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: 23 Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn NY  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: 7189353954 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)
Ronda Phillips	*Principal or Designee	
Thimothy Dally	*UFT Chapter Leader or Designee	
Nicole Hunter	*PA/PTA President or Designated Co-President	
Erica Taylor	DC 37 Representative (staff), if applicable	
Barbara Mascheck	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joycinth Shaw	Teacher	
Kathryn Wierzbowski	Teacher	
Simone Elcock	Parent	
Marlene Milton	Parent	
Sheryl Neville	Parent	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

We foster a nurturing learning environment that supports challenges and raises expectations for youth in Brooklyn. We provide a rigorous, accelerated program that prepares our students for high school, college and life beyond. Students receive 90 minutes of Humanities (ELA & Social Studies combined) instruction each day, including independent reading. All students are required to read a minimum of 40 novels by the end of the school year and write 20 pieces of original writing.

KAPPA V students also receive Math instruction each day. Our math program includes the use of manipulatives, charts, and student to student discussions to increase critical thinking skills.

All students receive social studies, science and foreign language instruction (Spanish). This enables students to effectively compete for placement in independent or specialized high schools.

Students also receive Physical Education, Art, and Technology. Cultural/social activities that increase experiential knowledge for students are inherent components of our program as well as college trips and educational trips. Our extended day program runs from January to April, for two hours after school, two days a week and on Saturdays for three hours. This helps students prepare for the ELA, Science and Math state exams. Academically challenged students will receive small group tutoring throughout the school year as well as remediation in English Language Arts and Mathematics on scheduled Saturdays and during extended day hours (January-April).

Our Mission is as follows: KAPPA V recognizes that each child is an individual, that all children are creative, and all children have the ability to succeed. Therefore, we respect the individual needs of our student, foster a caring and creative environment; and emphasize the social, emotional, physical, and intellectual development of each student. Our Instructional Focus is: To promote deep level of student's thinking and ownership of learning in all subject area. Some of the ways we will accomplish this is by:

1. Having students justify their thinking
2. Having students questioning each others' thinking.
3. Teachers as facilitators and student leading the discussions.
4. Open ended and high quality level questions.
5. Targeted feed-back that gives next steps for work improvement by teachers and peers.
6. Students self assessing.
7. Students working with teachers to create the assessment criteria (Rubrics).
8. Students using rubrics to improve their work.
9. Assigning roles in small group.
10. Teachers moving from "Aim/Objectives" to "Learning Targets" using "I can" statements to break down the standards in child friendly language.

Initiatives in place for 2015-16 school year at KAPPA V:

- **Pricewaterhouse Coopers (PwC) 5 year financial literacy program** entitled "Earn Your Future" grant begun in May 2013. Volunteers from PwC come to KAPPA V every other month for a 2 day series of seminars on financial planning. Each class meets with PwC volunteers on a 3 students to 1 PwC volunteer ratio.
- **MSQI (Cohort 3) 5 Year Middle School Quality Initiative** – Beginning in the 2013-14 school year, a 3 year grant program that is centered on working with the 'Word Generation Curriculum'. This will increase the vocabulary of the 6<sup>th</sup> graders this year, 6<sup>th</sup> & 7<sup>th</sup>, 2015-16 will be 6, 7 & 8<sup>th</sup> graders. This program also provides funding for a KAPPA V Coordinator to administer the program. As a result, a debate team has been formed that has already begun competing with other schools.
- **TIF – 5 Year Teacher Incentive Fund** This grant provides funding to have 2 Peer Instructional Coaches and a Demonstration teacher. Additionally, the program provides 2 individuals to build on the teachers understanding

of the Danielson Framework for Teaching and collaborate with them through classroom visits, conversations and professional Development.

- **City Parks Foundation Education Department – Learning Gardens Science Grant** . This 3 year grant provides for our 6<sup>th</sup> graders an opportunity to grow plants in their class garden at the Brownsville Recreation Center. Along with our science teacher, a teacher provided by the foundation will teach the science behind growing food, soil, atmosphere, etc. This is a ‘hands in the dirt’ project.
- **Free Vision and Hearing Tests for Students** - We have an agreement with the UFT & Brookdale Hospital to give our students free vision and hearing exams in the beginning of October.
- **Spirit Day** – October 8<sup>th</sup> at the Brownsville Recreation center. Also, another Spirit Day in the spring. Just a day of fun.
- **Engrade Pro** – Engrade is a software product that allows teachers to communicate with parents regarding their students’ performance, e.g. exam scores, missing homework, request for a meeting, etc. All teachers are on Engrade Pro and a PD is offered to Parents/Guardians on October 3<sup>rd</sup> .
- **Math Night** – The first Monday night of the month, parents are invited to come to school at 5:00PM for a 1 hour overview of the topics for the upcoming month in math.
- **Fun Club Fridays:** - **Students choose from a variety of clubs such as debate, soccer, chess, dance etc. and on Fridays at 8th period, they engage with various teachers and CBO's consultant who volunteers to offer our students a period full of sports and arts activities.**

Our overall strength lies in our experienced teaching staff. Our teachers average 15+ years of experience. Their instructional practices provide students with multiple entry points into the curriculum so that all students can demonstrate high level of thinking. After years of pushing our students and achieving high student growth percentages, we increased in our ELA scores and decreased in our Math. Our challenge this year is rededicate ourselves to making the changes necessary to push our students to new heights.

## 23K518 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	193	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	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	N/A	# Drama
# Foreign Language	6	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	76.8%	% Attendance Rate		94.1%
% Free Lunch	77.3%	% Reduced Lunch		7.3%
% Limited English Proficient	0.4%	% Students with Disabilities		18.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		91.4%
% Hispanic or Latino	6.9%	% Asian or Native Hawaiian/Pacific Islander		0.4%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.58	# of Assistant Principals (2014-15)		1
# 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)	N/A	% Teaching Out of Certification (2013-14)		17.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.7%	Mathematics Performance at levels 3 & 4		10.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		34.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
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	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		YES
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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			
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	N/A			
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	N/A			
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.

#### Needs:

- Our growth scores, as recorded in our snapshot in 2014-2015 were 23% and 8% of students scored a 3 or 4 in ELA and Math respectively.
- We need to increase our students’ vocabulary so we are continuing the MSQI curriculum in all academic areas, including math and science thus providing more backup and support in learning the domain specific vocabulary words.

#### Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework.
- We have an excellent attendance rate of close to 94% which means the students are in their seats learning and working towards their goals.
- Teachers attendance rate for last school year was 96%.

### 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, 80% of teachers will produce standard based rigorous instruction in all content area by using 'Learning Targets' and Data Analyzed from periodic assessments to increase the quality and rigor of instruction by evidence of our school decreasing their level 1s by 5% and increasing proficiency in reading and math levels by 10%.

Its two key ideas are:

- 1) focus on teaching and assessing for understanding and learning
- 2) prepare end of unit assessments before teaching the unit

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The research-based instructional programs will include:</p> <ul style="list-style-type: none"> <li>• In-house Professional Learning Activities will be utilize to teach Learning Targets and analyze data periodically to drive teacher's instruction.</li> <li>• Teachers will be engaged in inter-visitation and instructional rounds to strengthen teacher's practice and improve student performance</li> </ul>	<p>All Teachers and Para- Professionals</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, TIF and Model Teacher Personnel, teachers teams</p>
<p>External experts will facilitate professional development sessions for chosen staff members on:</p> <ul style="list-style-type: none"> <li>• PD opportunities will be used with teachers coming back to turnkey the knowledge to the staff;</li> <li>• How to use Learning Targets most effectively to teach the most rigorous lessons/units and also as an assessment tool to gage students' progress.</li> <li>• Teacher Teams will use protocols to look at student work to inform their instruction.</li> </ul>	<p>All Teachers, outside consultants</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, TIF and Model Teacher Personnel</p>
<p>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) will be highlighted in the design process:</p> <ul style="list-style-type: none"> <li>• AIS – Using the power standards identified and also the needs identified on assessments to instruct students in areas where they need the</li> </ul>	<p>TIF Personnel, SWD teachers, ELL teacher, all teachers</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, TIF Personnel, SWD teachers</p>

<p>most help and modifying task by breaking it into smaller pieces.</p> <ul style="list-style-type: none"> <li>• Small group tutoring – use of set specific goals for instruction.</li> <li>• Push-in/pull-out program – use of set goals for instruction.</li> <li>• ELL – Using extensive vocabulary and other visual aids to scaffold techniques allowing access for all.</li> </ul>			
<p>Strategies to increase parent involvement and engagement will be:</p> <ul style="list-style-type: none"> <li>• monthly parent workshop to introduce them to CCLS standards and how they can help their students achieve success.</li> <li>• to have monthly 'Sip and Chat' with the Principal to report progress to parents and have an open forum for parents to voice their concerns and gives suggestions</li> <li>• creating a positive and nurturing environment be providing academic transparency throughout the year.</li> <li>• to provide student progress reports to parents. at least once before regular Parent Teacher Conference.</li> <li>• to collaborate with the School Leadership Team.</li> <li>• to hold monthly PTA meetings.</li> <li>• to have four parent/teacher conferences over the course of the year.</li> </ul>	<p>Parent Coordinator, Principal, Assistant Principal, SLT, Parents</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator, SLT, Parents</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Peer Instructional Coaches (PIC’s)</li> <li>• Teachers</li> <li>• Model Teacher</li> <li>• Demonstration Teachers</li> <li>• Outside PD support personnel</li> <li>• Parent Coordinator</li> <li>• Substitute teachers for possible coverage</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**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 of teachers will be using desegregated data to inform their instruction.

**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.

According to 2014 School Quality Snapshot, 64% of students felt the schools’ offerings were enough to keep them interested in school. This average is lower than the city's average.

- According to the 2014 School Quality Snapshot, 41% of students said feel they are treated with respect by their peers. This average is lower than the city's average by 10%.
- According to the 2014 School Quality Snapshot 72% of students said that they feel safe in the school. This is 5% below the city average and 12% below the district average. Furthermore all of the indicators referenced above is below city averages, and also falls below the district averages for their respective categories.

### 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 November of 2015, 100% of students will be engaged in a character education program in order to help them develop strong moral character and become tolerant individuals whose actions reflect six key character traits (caring, responsibility, respect, fairness, trustworthiness and citizenship) This will lead to improved school culture as evidenced by a 10% increase in each of the School Quality Snapshot indicators referenced in the Needs Assessment.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School staff will develop a comprehensive character education curriculum modeled after Josephson Institute Center for Youth Ethics "Character Count " program.</p>	<p>All students</p>	<p>November 2015 to June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselor , Teachers</p>
<p>Monthly assemblies will be held with all students. Students will be engaged in monthly self-reflections to assess the impact of the month's activities and identify strategies to continue the work. In addition, weekly character quotes will be included in morning message and enforced by all school staff.</p>	<p>All students</p>	<p>October 2015 to June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselor, Teachers</p>
<p>Students will participate in community service projects throughout the school year.</p>	<p>All students</p>	<p>November 2015 to June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselor, Teachers</p>
<p>Parent volunteers, mainly fathers and other community advocates will mentor our male students while all parents will be involve in the execution of this work.</p>	<p>All students</p>	<p>November 2015 to June 2016</p>	<p>Principal, Assistant Principal, Guidance Counselor, Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>All staff members, parent volunteers, various quotes, time set aside for teachers to plan, outreach to communities for service opportunities, monthly scheduled assemblies.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>		<p><b>Title III, Immigrant</b></p>
	<p><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p>X</p>	<p><b>Other</b></p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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 of 2016, teachers and parents will monitor students’ monthly self-evaluation for evidence of program’s impact. Effectiveness of program will be evident in teacher’s observation of student behavior and monitoring of incidents among students in regards to respect.</p>

**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.

#### Needs:

- Our growth scores, as recorded in our snapshot: only 23% and 8% of students scored a 3 or 4 in ELA and math respectively.
- Increasing student thinking and discussion practices will improve student achievement.
- To fully engage students in learning by focusing on their needs.
- To increase our students’ vocabulary so we are rolling the MSQI curriculum into all academic areas, including math and science, thus providing more backup and support in learning the domain specific vocabulary words.

#### Strengths:

- The strength of the school is the expertise and experience of our teachers.
- The TIF and MSQI grants lend tremendous support to the teachers during the continued implementation of the Danielson Framework. Specifically, Danielson Component 3c: Engaging Students in Learning.
- We also have terrific students who are motivated to work hard towards their goals.

### 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.

All collaborative teacher teams will participate in professional learning opportunities to improve student engagement as measured by a 20% increase of effective and highly effective teachers in domain 3c, as evidenced in Advance .

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Student engagement is one of our 2015-16 Instructional Focus points. Students learn while being engaged in the lesson by:</p> <ul style="list-style-type: none"> <li>• During our on-going professional learning on Monday afternoons a portion of which will be devoted to 3c: Engaging Students in Learning.</li> <li>• Our Peer Instructional Coach (PIC's) and Demonstration Teacher will focus on this during their visits into classroom and subsequent meeting with teachers.</li> <li>• During our on-going professional learning on Monday afternoons a portion of which will also be devoted to 1e: Designing Coherent Instruction, which we feel is important to the overall success of implementing 3c in the classroom.</li> </ul>	<p>All Teachers</p>	<p>October 2015- June 2016</p>	<p>Principal, Assistant Principal, TIF Personnel</p>
<p>ELL and Special Ed teachers will incorporate the strategies from the PLO's in:</p> <ul style="list-style-type: none"> <li>• Using Learning Targets to break down the standards into child friendly language.</li> <li>• Modifying the work by breaking it into smaller pieces.</li> <li>• Use of diagrams, graphics and pictures.</li> <li>• Use of graphic organizers to help breakdown information.</li> <li>• Revising the curriculum using scaffold techniques to allow access for all.</li> </ul>	<p>Teachers, including SWD and ELL teachers</p>	<p>October 2015 - June 2016</p>	<p>Principal, Assistant Principal, TIF Personnel</p>
<p>We have invited parents to join us during our professional learning times. This will bring them up-to-date with our changes in teaching strategies for the Danielson - 3c: Engaging Students in Learning and 1e: Designing Coherent Instruction as well as other parts of the Danielson Framework. It will illustrate why planning student to student discussions and planning engaging lessons do more to enhance thinking than teacher centered lessons.</p>	<p>Parents and teachers</p>	<p>October 2015 - June 2016</p>	<p>Principal, Assistant Principal, TIF Personnel, Parent Coordinator</p>
<p>All participating teachers and parents will feel part of the decision making process and share in the process to improve the questioning and discussion techniques used in the classroom.</p>	<p>Parents and teachers</p>	<p>October 2015 - June 2016</p>	<p>Principal, Assistant Principal</p>

**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.

- Principal
- Assistant Principal
- Peer Instructional Coaches (PIC’s),
- Demonstration Teachers
- Outside PD support personnel
- Parent Coordinator
- Substitute teachers for possible coverage.

**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	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

In February 2016, there will be a 10% increase of effective and highly effective teachers in domain 3c, as evidenced in Advance .

**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 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.
- According to the 2014-2015, PPO, school administration communicates clear, consistent high expectations.
  - According to 2014- 2015, PPO administration has systemized process to conduct frequent, low inference observations aligned with the Danielson Framework and Teaching.
  - Feedback indicated that lessons lacked high quality supports and extensions.

### 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, administration will strengthen their ability to lead via modeling best practices and nurture the professional growth of teachers and staff developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 3 – Action Plan

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
<ul style="list-style-type: none"> <li>• Provide feedback to teachers based on informal and formal walk through.</li> </ul>	Teachers	Oct. 2015- June 2016	Principal , assistant Principal

• Share best practices among teachers			
• Mentoring new teachers by using model teachers	Teachers	Oct. 2015- June 2016	Lead Teachers
• Weekly meetings with staff which include professional development on best practices for teachers and staff	Teachers, staff	October 2015 - June 2016	Principal, Assistant Principal, Lead Teachers
• Engage teachers in inter-visitation in other classrooms	Teachers	October 2015-June 2016	Principal, Assistant Principal, Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration, lead teachers, professional literature, per session, Monday PD time											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, administration will strengthen their ability to nurture the professional growth of teachers and staff developing and delivering the instructional and social-emotional support that drives student achievement, as measured by students' periodic assessment results.
<b>Part 5b.</b> In <b>February 2016</b> , 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.
- According to 2014 School Quality Snapshot 95% of parents are satisfied with the education the education their child has received - this is an equal comparable to both city and district averages.
  - School is meeting target in School Environment section of 2014 School Quality Guide.
  - According to the 2014-2015 NYC School Survey 77% of our parents said they have strong families-community ties in comparison to 79% citywide.
  - 89% of parents don't feel that the school offers enough programs for the students.
  - According to the 2014-2015 NYC School Survey 74% of parents said they had attended two or fewer parent teacher conferences with 42% never having attended a meeting.

### 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, effective systems will be in place to improve communication between home and school leading to increased parental involvement in school functions and PTA activities as evidenced by results of school survey and increased attendance at PTA and school functions.

Teachers and parent coordinator will consistently monitor and update school website to ensure school community has unfettered access to information.**Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
A school website will be launched in the Spring of 2016	Parents	Ongoing	Teachers
School Messenger will be utilize to improve communications with parents regarding important announcements. Notices will be distributed in multiple languages to ensure access for all parents.  Engrade Pro will be used as a communication tool for parents and teachers. Parents can log on and see the progress/ lack of progress of their child.	Parents	Sept. 2015 to June 2016	Principal, Assistant Principal, Parent  Coordinator  Teachers
Administration, teachers and parent coordinator will offer a series of workshop on various topics to provide parents the opportunity to better support their children.	Parents	October 2015 to June 2016	Principal, Assistant Principal, Teachers, Parent Coordinator
Teachers and parent coordinator will consistently monitor and update the school's website to ensure that families have access to information.	Parents	Ongoing	Teachers and Parent Coordinator

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, Parent Coordinator, Parent Volunteers, various communications systems such as School Messenger, Engrade Pro and School Website.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> 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.
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By February of 2016, systems will be firmly in place to ensure effective communication between home and school.

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Classroom Observation, test scores, PPT	Word Generation, Scholastic Code X, Reading a-z, Writing a-z, Websites	Small Group and one to one Tutoring	Extended Day, Saturday Academy, AM & PM Tutoring
<b>Mathematics</b>	Classroom Observation, test scores, PPT	GoMath, XL websites, Finish Line, CCLS Math Workbook	Small Group and one to one Tutoring	Extended Day, Saturday Academy, AM & PM Tutoring
<b>Science</b>	Classroom Observation, test scores, PPT	Pearson	Small Group and one to one Tutoring	Extended Day, Saturday Academy, AM & PM Tutoring
<b>Social Studies</b>	Classroom Observation, test scores, PPT	Holt, McDougal	Small Group and one to one Tutoring	During School Hours
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	During school hours	At-Risk Counseling	Small Group and one to one Tutoring	During School Hours

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
<p><b>We will utilize the following means and methods:</b></p> <p>a) In collaboration with our borough Human Resources director we will recruit teachers qualified to do the job.</p> <p>b) KAPPA V has a hiring committee in place, and administrators attend hiring fairs to make as-needed selection of staff</p> <p>c) Administrators will provide consistent and frequent feedback on teaching practice and engage in reflective conversations with staff regarding next steps.</p>

#### 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).
Professional Development is given every week by an administrator, our PIC, DT, a lead teacher, outside personnel or outside TIF mentors.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

#### 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).
Not Applicable

**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.).

Not Applicable

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. KAPPA V, 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. KAPPA V will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the 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 1<sup>st</sup> 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)**

KAPPA V, 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 1<sup>st</sup> 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 <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>518</b>
School Name <b>KAPPA V</b>		

### 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 <b>Ronda Phillips</b>	Assistant Principal <b>Laura Edwards</b>
Coach <b>Kathryn Wierzbowski</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Paul Micca</b>	School Counselor <b>Alelia Doctor</b>
Teacher/Subject Area <b>Marcelle Gilkes</b>	Parent
Teacher/Subject Area <b>Math</b>	Parent Coordinator <b>Juanita Williams</b>
Related-Service Provider <b>Piraino</b>	Borough Field Support Center Staff Member <b>Lauren Levine</b>
Superintendent <b>Mauriciere DeGovia</b>	Other (Name and Title)

### 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	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	194	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input 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 type="checkbox"/>	No <input checked="" 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	2	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	2									0
<b>Total</b>	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 _____							1		1					0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)							1		1					0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (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	1				0
7					0
8					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			1						0
7									0
8									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				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
LOTE				
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.  
 For all ELLs new admits to our middle school, we look at their test history, using information on ATS. When an ELL student is admitted, our ESL specialist runs ATS reports to learn their test history, NYSESLAT modalities results, years of service, and SIFE status. This information informs us about students' English proficiency levels, and about which skill areas ought to be prioritized, and helps guide ESL instruction in our school. Again, we have very few ELLs in our school, so results are evaluated individually. Classroom teachers are provided with students' test results from previous years' state tests, students take the MOSL, DRP diagnostic beginning of year assesment in al content area.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Because our ELL population is so small, there are no statistically viable trends. In general, we have seen that our ELL students tend to be stronger in listening/speaking skills than in reading/writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 This year our ESL instruction focuses strongly on reading comprehension strategies, vocabulary development, and writing skills.
- 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?

We only have one ESL program/model in our school for our two ESL students. We do not have a bilingual nor a dual language program. Classroom teachers with an ELL in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. During the time ELL student meets with our AIS staff member, he is allowed to use his native language to communicate, especially while teaching new vocabulary. Cognitives are used in order for students to understand new vocabulary.

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](#).]  
Not Applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our ESL specialist meets regularly with the students' content area teachers to ascertain the students' needs, to offer ideas to differentiate instruction and assessment and to discuss how she can provide content area support.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?
 Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We constantly monitor the progress of our ELL student through rigorous assessment in all subject areas. During our teacher team meetings, teachers have the time to go over data and plan instruction collaborative to ensure the academic success of our ELL students. Teacher observation notes are reviewed as well as formal and informal class assessments. All content area teachers give a brief report about the ELL student's strengths and weakness in that particular class. The goal is to work collaborative to support his learning.

## 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.  
Our fully certified ESL specialist is part of our school's intake team. Upon request by the guidance counselor, secretary, parent coordinator, or administrator she meets with families of potential new students to help determine if KAPPA V would be able to support the academic needs of each ELL student. For students assigned to our school by the DOE placement office, she meets with families during admissions and reviews admission documents obtained from the secretary. At the time of intake, the Home Language Identification Survey is administered to families who are registering a child for the first time in a NYC school. The Survey is administered by a trained pedagogue, either the ESL specialist, or an administrator, or the Spanish language teacher. An informal oral interview is conducted by the ESL teacher with parents and child to assess the child's ability to understand spoken English. There are staff members who speak Spanish and Haitian-Creole available to speak with families who speak those languages. If a language other than English is indicated on the HLIS of a first-time registrant, the ESL specialist administers the LAB-R assessment to determine the student's eligibility to receive ESL services. If there is a first-time registrant who speaks Spanish, the Spanish LAB would be administered by a bilingual Spanish teacher.  
Our fully-certified ESL specialist is responsible for conducting the initial screening, and for administering the HLIS and LAB-R if necessary.  
  
Our ELLs are assessed annually on the NYSESLAT exam. Our ESL specialist reviews ATS reports monthly (RLER, RLAT, RNMR) to determine students eligible to receive ESL services, and who are mandated to take the NYSESLAT. He is responsible for all aspects of the administration of the NYSESLAT, including ordering, scheduling, parent notification of testing, administration of all sub-sections (listening, reading, writing, and speaking), coordinating the writing scoring sessions, and packaging and return of test materials. The speaking sub-section is administered individually. The L/R/W sub-sections are administered by grade band: the grade 6 is administered separately from grades 7-8. Our ESL specialist administers all NYSESLAT sections to our ELL students. If students are absent for any part of the test on the day of the group administration, that student is administered the test at an individual make-up session.  
  
Students' proficiency levels as determined on the NYSESLAT indicate continued eligibility to receive ESL services, testing accommodations, and help to guide instruction.
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).  
.
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).

**Not Applicable**

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.  
**Letters are backpacked and also mailed to individual students.**
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).  
**Parents are notified through correspondence of the DOE appeals process.**
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.  
**The ESL teacher is available to discuss all programs with parents to ensure that they are choosing what's best for their child. Because the trend over years has been only 1-4 ELLs in a given year at KAPPA V, our school did not offer a bi-lingual program and dual language. Furthermore, parents have always chosen the freestanding ENL.**
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.  
**We try our best to have the parent fill out the form upon registration. If that doesn't work, our ESL teacher reaches out with a letter and numerous follow up phone calls.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**Phone calls are made and if possible, home visits.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**Letters are backpacked and also mailed to individual students.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**Letters are filed in students permanent records.**
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 ESL teacher check for all mandates and when the window opens, student are tested.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Once identified, letters are sent home by mail and backpacked.**
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).  
**Of all the students that attended KAPPA V, all the parents requested for their child to be in a freestanding ENL Program.**

## 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.  
The ELL student at KAPPA V follow the program set for their assigned classes, with weekly instructional periods that meet all NY City and State regulations in ELA, math, science, social studies, foreign language, PE, and the arts. Major subject area teaching periods range from five to ten periods per week.
  - b. TBE program. *If applicable.*  
Not Applicable
  - c. DL program. *If applicable.*  
Not Applicable
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)?  
Instruction is provided entirely in English. A part-time ESL specialist provides pullout services three days per week, according to the number of minutes mandated by students' proficiency levels as indicated by their most recent NYSESLAT scores. Our ELL student receives pull-out instructional time, and occasional push-in instructional time, with the ESL teacher for 360 minutes a week. Students are pulled out for either individual and/or small group instruction, in order to meet the mandated minutes of ESL instruction for their proficiency level as determined on their most recent NYSESLAT.
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.  
We have only one ESL program model in our school for our one ELL student; we do not have a bilingual nor a dual language program. Classroom teachers with ELLs in their classes include native language books in their classroom libraries and encourage ELL students to read these books to support native language development. Content area teachers provide considerable scaffolding to support ELL students, including using sheltered English, graphic organizers, cooperative learning, and specific vocabulary instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Not Applicable
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
This year our 'newcomer' ELL student is in a regular ED sixth grade class. He receives reading, writing, grammar and vocabulary support, using level-appropriate reading and instructional material, and engaging in focused classwork as a basis for writing development. Our goal for him is continued progress in their demonstrated English skill levels. Our teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction and frequent assessments.
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 statusOur teachers differentiate instruction by offering constant scaffolding, frequent review, and personalized attention during class times. All teachers include in lesson planning: activation of prior knowledge, use of graphic organizers, vocabulary development, writing instruction and frequent assessments.
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.  
Not Applicable
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?  
Not Applicable

Chart 7 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?  
 Not Applicable

**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)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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(u) 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. 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

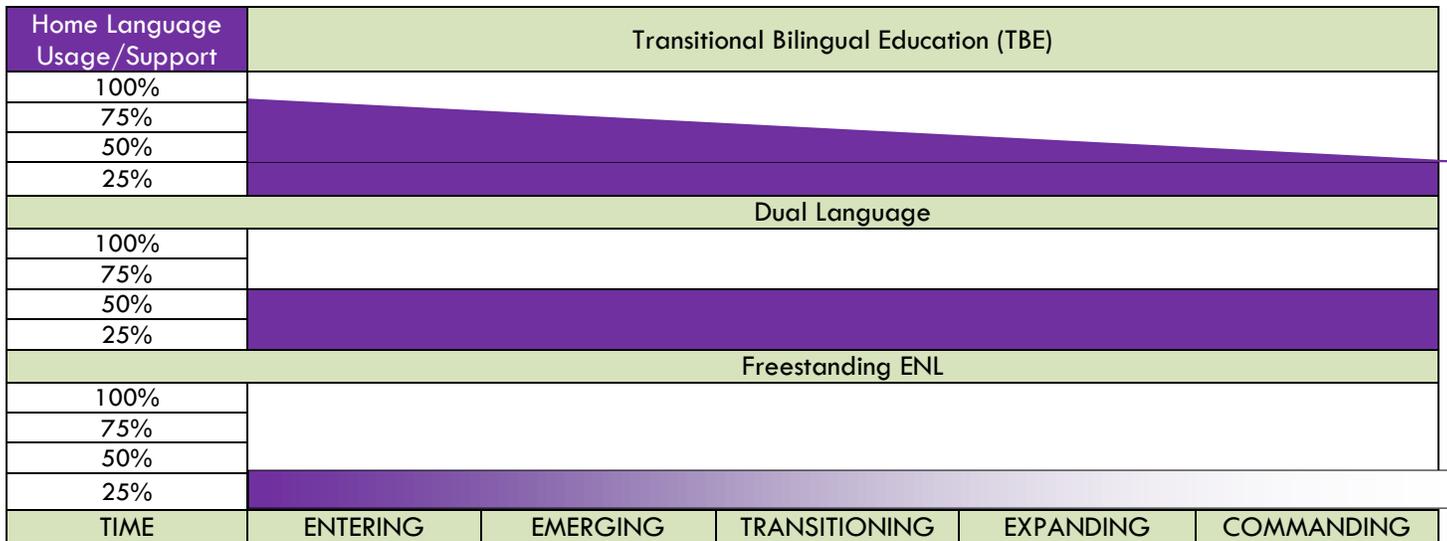


\*Note: “other approved services” does not apply to New York City at this time.

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. Our school uses data from standardized assessments (NYS, NYC, and school-wide benchmarks) to help determine appropriate intervention programs for all students. The results consistently indicate to us that what is needed are interventions with strong focus on the development of reading and writing skills across the curriculum. We recognize this as a school-wide need; many KAPPA students read below grade level. Our curriculum preparation includes AIS, focusing on specific reading programs for students. We have instituted small-group tutoring sessions during the school day for all students who scored 1 or 2 on the NYS ELA test last year. Our ELLs are all in that category. Strategies that work well for our struggling native English language readers are also helpful for ELL students.

We are committed to providing academically rigorous instruction for our ELL students, utilizing various scaffolding techniques and instructional methodologies to differentiate instruction in the content area classes: use of graphic organizers, building on prior knowledge, lab inquiry in science, audiovisual materials, environmental learning (field trips), manipulatives in math classes, computer technology in all subject area classes, differentiated reading materials, collaborative assignments. Our ESL specialist meets regularly with ELLs' content area teachers.

All instruction in KAPPA V is in English. On some years we might have one ELL/SWD who is mandated to have a bilingual para assist them in the classroom; on those years, the para provides bilingual support interventions, working one on one.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students who demonstrate proficiency on the NYSESLAT test are monitored for two years, during which they may continue to receive testing accommodations if deemed helpful. We are careful to check ATS RLAT reports at the start of the school year, and as new students are admitted. This year we have one ELL who scored proficient on the NYSESLAT. Our ESL specialist meets with his teachers regularly to monitor his progress and performance. In the past, she was asked to teach and to review particular language aspects with former ELLs, such as writing mechanics and grammar.
12. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
- For the upcoming year, we are not planning new programs. The ELL population is negligible in our school, never comprising more than 1 or 3 % of the student body at the most.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELL students have equal access to all school programs, events, and services. We have no bilingual classes and no self-contained ESL classes. Our ELL students are given the options to participate in all KAPPA V's extracurricular activities, including Beacon and PAL community programs. There are no special afterschool/supplemental programs offered exclusively to ELLs here because we have so few ELLs. Our ELL students are encouraged to attend afterschool and Saturday academic programs in ELA and math, that are meant to support all students to reach grade-level achievements on state tests. ELL students also participate in college preparedness activities, and all field trips. All school support structures are available to our ELLs: technology in the classrooms, media center and school library, tutoring, Saturday Academy, afterschool programs. All ancillary services provided to students with IEPs are provided to our ELLs with IEPs as mandated: speech, guidance, and resource room.
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.
- Our ELL students are in the sixth and eighth grade. All teachers receive ongoing PD and coaching to help differentiate instruction and assessment. Instructional materials that help support struggling readers are used in all content areas in all classes; most of our general education students are also reading below grade level. Teachers use data from Performance task and state exams to work with students in small group to master specific standards covered on test. Teachers use online differentiated literacy during class time to support all students, including ELLs. Content area teachers have books in native languages in their classroom libraries, and ELL students are encouraged to read them.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Because we have so few ELLs (actually one this year), and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- KAPPA V is a middle school; all our programs, resources and supports are specific to this age group.

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).

Because we have so few ELLs (actually two this year), and no newly arrived immigrant students, we do not offer programs specific to newly enrolled ELLs before the start of the school year. If our demographics change in the future, we will consider implementing such programs.

19. What language electives are offered to ELLs?

All KAPPA V students take Spanish as a foreign language.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

## 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.)  
1/2. Our certified ESL specialist participates in district, regional, cluster, network, and city-wide professional development for ESL teachers. She consults with classroom teachers on how to meet the needs of ELLs in the content area, offering ideas for differentiation and language development support.
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?  
Teachers of self-contained special education classes, which serve most of our ELLs, also participate in school-wide, district, and network PD for ELLs. Additionally, the ESL specialist will offer PD's to classroom teachers of our ELL student.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
When we have ELLs in the eighth grade, they receive support from our guidance counselor to help navigate the high school admission process, and to prepare for the transition to high school. Our ESL specialist also works with Grade 8 ELLs, making sure that they and their families understand how to use the high school directory, how to select high school choices, and how to correctly fill out their high school applications. She reviews the eighth grade ELLs' high school applications with them, before they are returned to the guidance counselor. Classroom teachers, our parent coordinator, community workers, and the office staff who work with our incoming 6th grade, are supported by our school administration in helping these students learn school routines and discipline. When a language other than English is indicated on the Home Language survey, and when parents have requested translated school communications, letters sent home by teachers are translated, either using DOE translation services, or by a staff member fluent in the language.
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.  
Professional development sessions are held weekly for all teaching staff, as well as on designated city-wide PD days, that include instructional differentiation for ELL students. All school staff, including pedagogues, administrators, secretaries, guidance, community workers and parent coordinator are invited to participate in ESL professional development. Copies of all PD agendas and attendance are kept in the Principal's office.

### 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 meets with the parents individually at least 3 times a year, to discuss goals and progress/lack of progress made by students. Translation is available at all meeting.**
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.  
**We offer "Math Nights" and "Technology Nights" for parents to come to school and 'learn' what their children are learning.**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**At this time, KAPPA V is not partnered with an outside agency to provide workshops specifically for ELL parents; our ELL population remains small. This year we have two ELLs. If demographics shift in the future to higher numbers of ELLs, we would seek out community partnerships.**
5. How do you evaluate the needs of the parents?  
**Parents are surveyed at the beginning of each year, during intake and at the initial PTA meetings, as to their interests and needs, to encourage them to participate, and to discuss ways they can be involved with their child's class and with the school community**
6. How do your parental involvement activities address the needs of the parents?  
**ELL parents are invited to participate in our active PTA, which provides workshops for parents throughout the year. Recent topics have included: test preparation and accommodations; NY State learning standards; Common Core learning standards; graduation information; high school admissions information; summer learning opportunities; and parenting issues.**

### 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.

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Ronda Phillips	Principal		9/15/15
Laura Edwards	Assistant Principal		9/15/15
Wanita Williams	Parent Coordinator		9/15/15
Paul Micca	ENL/Bilingual Teacher		9/15/15
	Parent		1/1/01
Marcele Gilkes	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		1/1/01
Kathryn Wierzbowski	Coach		9/15/15
	Coach		1/1/01
Alelia Doctor	School Counselor		9/15/15
Mauriciere DeGovia	Superintendent		9/15/15
Lauren Levine	Borough Field Support Center Staff Member _____		9/15/15
	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: **23K** School Name: **KAPPA V**  
Superintendent: **M**

**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.learnndoe.org/tiu/lac](http://www.learnndoe.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.

We use the data from home language surveys, blue cards, and we conduct a survey to find out additional information about students and parents. As a team we go over the data and make decisions about how best to meet the needs of the community as it pertains to language and translation

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.

Spanish

**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.)

Student orientation handbook, Parent Handbook, Beginning of Year Surveys, Parent Newsletters, Monthly Calendars, School Closing Notices, Holidays, Parent Teacher Conferences Information and Scheduling Documents, Trip Slips, After School Program Applications, Testing Notices, Report Cards and Progress Reports

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.

Meet the Teacher, Parent Teacher Conferences each semester, Monthly SLT Meetings, Parent Orientations, Weekly Parent Engagement meetings and phone calls, High School Matriculation and Articulation, During the month of June, graduation parent meetings, Academic probation meetings each semester,

### **Part C: Providing Language Assistance Services**

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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.

Prior to dissemination to the community, all school documents are either translated by school personnel on the back of letters, notices or calendars or are given to students on a separate sheet, based on provided Home Language Surveys.

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.

When translation services are needed, the office is alerted and several office staff personnel, as well as the Assistant Principal is available to the parent (s) and assist with translations or interpretations. Based on the language of the parent/caller, over the phone interpretation services are provided by office personnel whenever requested/needed

## 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.)

Via Faculty Conference Notes, faculty meeting, as well as follow-up memo in email and in hard copy.

## 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

Translated versions of Parent Bill of Rights and Family Guides are distributed (in the beginning of the school year and/or at registration) to those parents that are non-English dominant, based on their Home Language Survey.

## 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)

Parent Surveys, School Leadership Team Meetings, PA Meetings, talking regularly to parents and student.