

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q282

School Name:

KNOWLEDGE AND POWER PREPARATORY ACADEMY VI

Principal:

GARY DUMORNAY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Knowledge & Power Preparatory Academy VI School Number (DBN): 27Q282
Grades Served: 6-8
School Address: 8-21 Bay 25 Street, Far Rockaway, NY 11691
Phone Number: 718-471-6934 Fax: 718-471-6938
School Contact Person: Gary DuMornay Email Address: gdumorn@schools.nyc.gov
Principal: Gary DuMornay
UFT Chapter Leader: _____
Parents' Association President: Michelle Slaughter
SLT Chairperson: Gary DuMornay
Title I Parent Representative (or Parent Advisory Council Chairperson): TBA
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-348-2994

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5839 Fax: 718-642-5705

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)
Gary DuMornay	*Principal or Designee	
Jennifer Cantey	*UFT Chapter Leader or Designee	
Michelle Slaughter	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ms. Branch	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	
Mrs. Samuels	Member/Parent	
Mrs. Sukhram	Member/Parent	
Joseph Young	Member/Assistant Principal	
Andrea Johnson	Member/Teacher	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The attribute that is so critical to understanding our school community, is KAPPA's distinctiveness or uniqueness in Far Rockaway. We pride ourselves on the level of professionalism and collaboration that is demonstrated by all staff members; the small school environment where students, teachers, and families all are known to one another; and the shared vision and mission of both the administration and the staff in serving the children on the South Shore of Queens. With that being mentioned, KAPPA VI is able to provide an environment where the children feel supported in their academic endeavors. This is demonstrated by the organizational structures that facilitates the learning process, including a rigorous curriculum which reflects the Common Core standards as well as current pedagogical strategies and inclusion of all learners (including SWDs and ELLs) in the classroom setting. Teachers are referred to as professors and students are referred to as cadets. These terms help create a mindset that the school has high expectations for both, the staff and children. When our cadets attend college, they will refer to their instructors as professors. Our students are referred to as cadets because they are attending an "academy." While we use some military features, our goal is not to train soldiers. We create a mindset where cadets are part of an organization that welcomes differences in a structured, purposeful way that creates a sense of professionalism through the wearing of the school's uniform and participation in the broad spectrum of school activities, both during the school day in in the extra-curricular setting. The classes are referred to as squadrons. This term is an Air Force term that identifies a group of people that share a common mission. In this case the mission is academic achievement.

27Q282 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	262	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	6	# Integrated Collaborative Teaching
				4
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	7	# Drama
				6
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	69.1%	% Attendance Rate		97.4%
% Free Lunch	72.9%	% Reduced Lunch		13.0%
% Limited English Proficient	4.6%	% Students with Disabilities		8.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		59.9%
% Hispanic or Latino	31.7%	% Asian or Native Hawaiian/Pacific Islander		6.1%
% White	1.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)		2
# 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)	6.7%	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.2%	Mathematics Performance at levels 3 & 4		21.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		38.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	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	YES	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		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			
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.

After conducting a school wide summative assessment last year and examining the data of 2014-2015 school progress report and MOSL, it was determined that all student groups showed an increase in writing organizational skills performance as evidenced on the 2014-2015 ELA post assessments 6, 7 and 8 school wide, except for the English Language Learners and SETSS. As a result, we have made progress in ELA MOSL for our English Language Learners and SETSS a priority goal for the school year.

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, at least 10% of all SETSS and English Learners (ELLs) who were continuously enrolled in MS 282 from October 1, 2015 to June 1, 2016 will increase one proficiency rating on at least one of the two combined sections of the ELA or Math MOSLS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher Team Meetings to analyze SETSS/English Language Learner data with a focus on reading. For example, use SuccessMaker Literacy Study Island math Program research based intervention as a technology tool to provide intervention in organizing their writing skills and monitor progress twice a week</p>	<p>ELLs SWDs</p>	<p>By February 2016, will administer post-tests of First Quarter assessments and SuccessMaker to measure progress for all SETSS and ELL's population</p>	<p>Teacher Teams/Administration 2</p>
<p>Monthly Administrative /Teachers meetings focused on ELL/SETSS data and strategies for improvement</p>	<p>ELLs SWDs</p>	<p>Ongoing from September 2015 to June 2016.</p>	<p>Administration will conduct frequent observations to monitor improvement in teacher practice and suggest next steps for improvement.</p>
<p>English Language Arts and English Language Learners' teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.</p>	<p>ELLs SWDs</p>	<p>Ongoing from September 2015 to June 2016.</p>	<p>Teachers/Administration</p>

The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides (e.g., Great Expectations, New York Kids Learn).	ELLs SWDs	Ongoing from September 2015 to June 2016.	Teachers/Administration
Parent Coordinator will host bookmaking and storytelling workshops for parents.	ELLs SWDs	Ongoing from September 2015 to June 2016.	Administration Parent Coordinator
The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.	ELLs SWDs	Ongoing from September 2015 to June 2016.	Teachers Parent Coordinator Administration
The school will create and distribute a parent handbook that is translated in all the dominant languages.	ELLs SWDs	Ongoing from September 2015 to June 2016.	ESL teacher Bilingual staff members Bilingual parent leaders
Parents will be trained on how to use ARIS Parent Link.	ELLs SWDs	Ongoing from September 2015 to June 2016.	Parent Coordinator

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.										
Students that are identified as SETSS and ELL will be mainstreamed in the general education population; students that are re identified as beginners will receive additional support as push in model from the reading specialist teacher. SETSS and English Language Learners’ teachers will attend professional development workshop session weekly.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. Formal and informal observations evaluate the impact of feedback on teacher practice 2. Improved results on interim and end of unit assessments 3. Classroom implementation of strategies presented 4. Danielson Framework rubric based observations 5. Reflection sheets following inter-visitations 6. Mid-year (Feb 2016) data from Success Maker, eScience, school-based assessments and periodic assessments will be used as a comparative benchmark to assess progress and revise action plan to meet student needs.
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.
- Based on KAPPA VI 2014-2015 School wide Advanced database for teachers evaluations, 21% of the teachers 1e and 3c competencies appeared to be at developing and effective.
- Based on the QR 2014-2015, there is need for an increase of rigorous instruction. The increased use of technology as a strategy to help move students to the next level on English Language Arts standardized tests is needed.

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 June 2016, 100% of teachers will possess a normed understanding of the competencies 1e and 3c from the Charlotte Danielson’s Framework for Teaching. Included in the teacher evaluation and development system will be improved pedagogy by focusing on Planning, instructions and engaging students will provide strategies and techniques to improve pedagogical delivery for all students

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Monday Professional Learning Opportunities based on teacher needs and observed needs</p>	<p>1 Teachers/Administrators</p>	<p>Ongoing from September 2015 to Jun</p>	<p>1 Teachers/Administrators</p>
<p>2. Teacher support meetings for select teachers with Assistant Principals/Coaches</p>	<p>2. Administrators; teachers</p>	<p>2. Ongoing from September 2015 to June 2015.</p>	<p>2. Administrators</p>
<p>3. New Teacher Workshop for teachers teaching less than one year at MS 282</p>	<p>3. Teachers/Lead Teachers</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>1 Teachers/Administrators 2. Administrators</p>
<p>4. Frequent observations to identify professional strengths and needs</p>	<p>Two Coaches/Assistant Principals</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>1 Teachers/Administrators 2. Administrators</p>
<p>5. Inter-visitations for job embedded professional development</p>	<p>Peer instructional Coaches</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>1 Teachers/Administrators 2. Administrators</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.

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

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

1. Classroom observations with a focus on planning and implementing strategies

2 Student data on unit assessments

3 Reflection sheets following inter-visitations

4 Professional Development needs assessment from all staff

5. In February 2016, Advance data will be summarized and reviewed to assess teacher-ratings in 1e and 3c.

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.

Based on the KAPPA’s Science and Social studies MOSL 2014-2015, 45% of the students scored at levels 3 or 4 on science and social studies standardized tests.

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

Part 2 – Annual Goal

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

By June 2016, all students will demonstrate progress towards achieving Social Studies and Science standards as measured by a 10% increase in students scoring in levels 3 and 4 as evidenced on end of year school-wide Science and social studies post-assessments

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Monday Professional Learning Opportunities/Extended Day Focus on Science and social studies skills and strategies</p>	<p>AIS/ELL'S and SETSS students</p>	<p>Ongoing from September 2015 to June 2016.</p> <p>3.Ongoing from September 2015 to 2016</p> <p>5.Ongoing from September 2015 to 2016</p>	<p>Teachers/Administrators</p> <p>2. Lead Teachers/Coaches</p> <p>3.Teachers/Lead Teachers</p> <p>4.Coaches/Assistant Principals</p>
<p>Lead teachers/Coaches/mentors will model Social studies and science lessons and design lessons in science and social studies</p>	<p>AIS/ELL's and SETSS</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>Coaches/Assistant Principals/Principals</p>
<p>Colleague inter-visitations to view science and social studies lessons</p>	<p>AIS/ELL's General Ed. and SETSS</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>Coaches/Assistant Principals/Principals</p>
<p>Weekly meetings with Coaches/Assistant Principals for select teachers and New Teacher Workshops. Professional development will be given to support staff in the implementation of the new science and social studies Common core curriculum to increase rigor and the use of differentiation in their teacher practice</p>	<p>AIS/ELL'S SETSS and Gen Ed.</p>	<p>Ongoing from September 2015 to June 2016</p>	<p>Coaches/Assistant Principals/Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. PIC and talent coaches 2. Administrators; teachers</p>

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>1. Classroom observations with a focus on planning and implementing data-based lessons and strategies</u> <u>2Student data on unit assessments</u> <u>3Reflection sheets following inter-visitations</u> <u>4Data-driven instruction professional development needs assessment from all staff</u> <u>5.In February 2016, Social Studies and Science assessment data will be reviewed.</u>
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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

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

Part 5 – Progress Monitoring

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Level 1 & 2 on ELA Common Core Exam, as well as ELL and SWD	AIS Cafe Afterschool tutoring Saturday Academy Second teacher in classroom	Small Group Push-in	During the day Afterschool Saturday
Mathematics	Level 1 & 2 on ELA Common Core Exam, as well as ELL and SWD	AIS Cafe Afterschool tutoring Saturday Academy Second teacher in classroom	Small Group Push-in	During the day Afterschool Saturday
Science	Level 1 or 2 on state assessments as well as in-class measures	AIS Cafe Afterschool tutoring Saturday Academy Second teacher in classroom	Small Group Push-in	During the day Afterschool
Social Studies	Level 1 or 2 on state assessments as well as in-class measures	AIS Cafe Afterschool tutoring Saturday Academy Second teacher in classroom	Small Group Push-in	During the day Afterschool
At-risk services (e.g. provided by the Guidance Counselor,	Behavior referrals; OSYD infractions; multiple peer	Guidance Office sessions; some	Small group one-on-one (as needed)	During the day

<i>School Psychologist, Social Worker, etc.)</i>	mediations; attendance at-risk	groups identified for "AIS Cafe"		Afterschool
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by New York state department of education.

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).
Teachers meet in grade/content teams to generate grade-specific comprehension focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS.
Teachers and supervisors track students' progress on benchmarks, NYC ELA/Math benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary.
Teachers meet in grade and cross teams to analyze data for trends to generate grade-specific foci for instruction based on the needs they noted among students. They align that instruction with the CCLS.
Teachers and supervisors track students' progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given to the major clusters in mathematics, as reflected in the CCLS>
Involvement of the Pupil Personnel Team (PPT) to address higher at-risk behaviors as soon as possible and presentations by various staff members at professional learning opportunities outline school's progress towards reducing numbers of suspensions/removals. When student focus is maintained on tasks at hand, the better able students will be to meet the expectations of the CCLS.
Paraprofessionals are included in professional learning opportunities offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

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.

Data inquiry Team examines the item analysis from the formative and informative assessments, share the data outcome with the grade and subject teachers during team meetings twice a week. Teachers use the data inquiry team analysis to write pre and post assessments that are aligned to CCLS and college readiness.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	127,001.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,498,260.00		

1Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP)

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 VI, 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 VI 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 27	Borough Queens	School Number 282
School Name KAPPA VI Middle School		

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 Gary DuMornay	Assistant Principal Jeanne Cirone
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Sahar Hussain	School Counselor Jennifer Figueroa-Cantey
Teacher/Subject Area Marnie Ponce/ELA	Parent Edna Ortiz
Teacher/Subject Area Andrea Johnson/Math	Parent Coordinator Leah Chase
Related-Service Provider Lynda Wagner/Speech	Borough Field Support Center Staff Member Marie Rousseau
Superintendent Mary Barton	Other (Name and Title) Joseph Young, Asst Principal

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	1
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]	0	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)	261	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	0	0	9	0	3	3	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	0	0	0	0	0	0	8	8	1	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	4	0	9	0	3	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	1	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
KAPPA VI assesses early literacy skills of ELLs using the Achieve 3000 Level Set test.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
NYSESLAT data reveals that seventeen of our ELL's are expanding, one is transitioning, and one is emerging. The one student that is transitioning is an incoming sixth grader with an IEP indicating other special needs, in addition to language support. The one student that is emerging is a 7th grader with less than 3 years of English instruction; he has shown progress in his classwork and assessments over the past year. The majority of our ELL's who are expanding are performing higher in the modalities of reading, speaking and listening. However, a further breakdown reflects that there are two students who need further instruction in the modality of listening, one in speaking, four students in reading, and all eighteen need direct instruction in writing. Our ELL's are in critical need for writing support across all the contents. The NYSITELL (LAB-R) has not been administered at KAPPA VI for the last few years, as our incoming sixth grade ELL's have already gone through entrance criteria at their elementary schools including the parent survey, orientation video, program selection, etc.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The NYSESLAT modality data is thoroughly reviewed by the administration, ENL teacher, instructional cabinet and all content area teachers that are involved in directly instructing the ELL's. Analyzing the NYSESLAT data is beneficial in instructional decisions through all contents. Teachers are better equipped to address the specific needs of the ELL's, by grouping according to modalities; higher level speakers with lower level speakers, higher level readers with lower level readers, etc. Instruction is appropriately modified and ELL content area strategies including Quality Teaching for English Learners professional developments are in practice. The NYSESLAT modality data also builds bridges between other state exams such as the ELA. Students who are scoring low on the NYSESLAT writing section are scoring low on the ELA writing section. Our team has developed a plan of action to increase writing across all the contents. All ELL content area teachers will be developing student writing rubrics, similar to the NYSESLAT writing rubric to build on needs of our ELL's. The idea is to empower our ELL students to understand the process of writing and how one meets the criteria to do well in their writing pieces for the NYSESLAT and the ELA. This skillset will also transfer over for our students across all contents and grade

levels which will help prepare them for high school and college. KAPPA VI has integrated large usage of technology including SmartBoards and Ipads. Teachers have quick access to display images, charts, graphs, audio and translations instantaneously. Students do not need to use critical instructional time to dig into glossaries and dictionaries to comprehend terms; the use of technology has eliminated that need and helps not only ELL's but also visual and auditory learners in the class.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our ELLs do not have a pattern of taking exams in English vs. their native language as testing is only done in the English language . Testing accommodations of extended time, separate location, and use of a glossary where appropriate are put in place for all exams (state and local) in order to allow for each student to perform his/her best. We administer the ELL Periodic Assessments twice a year and school leadership and teachers review the results to ascertain how students are making progress in the modalities. Over the past few years we have found that the ELLs had performed higher on the ELL Periodic Assessment than on the NYSESLAT, so we are cautious when thinking of it as an indicator for NYSESLAT results. We do use it as a tool to measure growth in the modalities, particularly in reading and writing. Native language is used to help students attack unfamiliar words, by using roots, cognates, and etymology. Bilingual glossaries are also available and used by students through all contents.

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 - We are a Grade 6-8 School.

6. How do you make sure that a student's new language development is considered in instructional decisions?
All content area teachers are expected to use the appropriate L1 glossaries for their ELL students. Students are encouraged to be familiar with their L1 dictionaries and do word studies that include definition and word etymology. Teachers are also empathetic towards their ELL's cultures and backgrounds; they try to incorporate words and images from the ELL's native backgrounds to develop a sense of respect and communal understanding. In addition, the ESL teacher has developed and presented professional development workshops focusing on content area strategies to target ELL's and special needs students. The ESL teacher also leads an inquiry team to examine the growth and needs for the ELL's. Content area teachers readily avail data to measure ELL progress through teacher team meetings. When discussing a student's weaknesses in a subject, we dissect the data to decide whether the weakness is based on the child's second language development or another factor. We use data from a variety of sources, including baseline and benchmark exams, curriculum and teacher-created assessments, state exams, interviews, computer-based assessments, and observations. In all contents, teachers present language objectives in their lessons and units of study. Unfamiliar vocabulary and phrases are presented to the ELL's prior to the readings to equip them with the tools to comprehend the text. Teachers are cognizant that ELLs struggle with decoding and contextualization so they prepare their lessons with modifications accordingly. The ESL teacher is a key stakeholder in collaborating and modifying lessons with the content area teachers to best service the ELL's.

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).
The success of our programs for ELLs are evaluated through state ELA and NYSESLAT exam scores (student performance and growth) as well as growth on local assessments, such as formative assessments targeting specific modalities, computer based assessments and performance tasks inclusive of writing pieces. We evaluate the success of our ELL's short and long term by measuring their growth across the contents. When they have made gains in the targeted modalities measured through assessments, we have succeeded. When our students have increased comprehension and reading levels through lexile gains on our computerized assessments, we have succeeded. When our students are able to respond to a writing task and meet the criteria of a set rubric, we have made progress. When our students have gained proficiency on the NYSESLAT, our program is successful. We continue to service our ELL's two years post proficiency on the NYSESLAT and continue to develop their language skills. Lastly, end of year success is also measured by gains in the ELA and Math exams.

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.

As students are admitted to the school through an application process, upon the admission of an identified ELL student, the school LAP team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including increased parent involvement, age appropriate course work, modified instruction, testing accommodations and teacher professional development.

The majority of students are admitted to KAPPA VI from local NYC elementary schools, thereby their ELL status has already been determined. For any incoming students that are not admitted from other NYC schools, we follow this procedure:

Within the first 10 days of the student’s enrollment, the Home Language Identification Survey (HLIS) is completed with the parent and student by Sahar Hussain, ENL teacher, and if needed by a native language translator (either an on-site bilingual staff member or through the Translation and Interpretation Unit). The completion of the survey is accompanied with an informal oral interview to learn about the student's school history. The surveys are reviewed by the Assistant Principal, Jeanne Cirone, in conjunction with the ENL teacher, Sahar Hussain, and the data is entered into ATS.

If it is determined that a language other than English is spoken in the student's home, a more indepth interview is administered to the student (school work review; IEP review) to determine whether the student is eligible for the NYSITELL. If eligibility is determined, the child is administered the NYSITELL; the Spanish LAB is administered to those students whose home language is Spanish.

If it is determined that the student is eligible to receive ELL services, an entitlement letter is sent to the parents and a parent meeting is scheduled. At this meeting, the Parent Orientation video is shown to the parent by Mrs. Hussain, as well as a native language translator. A detailed explanation of the three program options is made, and the Parent Survey is completed. The option availability is explained to the parent and the student is placed in a program. At the completion of the process, a placement letter is sent to the parents and all letters are stored in file at the Assistant Principal's office.

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).

As noted above, the majority of students are admitted through an application process from NYCDOE elementary schools, and as such any SIFE identification has already been made by the elementary school. In the case of a new entrant to NYC schools, through the admissions interview with the parent (such as the HLIS interview noted above), a determination is made as to prior school enrollment. A review of prior school records is made by the Assistant Prinicpal and Pupil Accounting secretary, and an oral interview is conducted. Within 30 days of admission, SIFE status would be noted in ATS.

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).

For students whose home language is not English, our school administers a more in-depth interview with the student. We review his/her school work (if available), and review the Individualized Education Program. In order to determine NYSITELL eligibility we must examine the student's oral and literacy skills in English to see if they are on grade level. ENL Teacher, Sahar Hussain, will interview the student in English and with a translator, Mrs.King in the home language if it is Spanish. If it is another language, the appropriate translator will be called and or the DOE translation interpretation unit will be reached. Afterwards, the ENL Teacher, Mrs.Hussain and Special Education Teacher, Mrs.O'Hara will review student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, our school may use age-and grade-appropriate informal, culturally sensitive, school based assessments or formal and informal . Based on the evidence, the LPT, including our Special Education Teacher, Mrs.O'Hara will make a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal, Mr.DuMornay for review. The principal, Mr.DuMornay will either accept or reject this recommendation. If the principal, Mr.DuMornay accepts the recommendation of the LPT to not administer the NYSITELL, then it is forwarded to the superintendent or the superintendent’s designee; who will be reached for a final decision. Additionally, the parent or guardian will be notified within 3 school days of the decision in the parent’s/guardian’s preferred language. Our School Counselor, Mrs. Canty and Assistant Principal, Mrs. Cirone will monitor closely the updates of the student and communicate the information to the LPT and parent.

The LPT includes the Principal (Mr. DuMornay); the Assistant Principal and Special Education Liaison, Mrs. Cirone; ENL Teacher, Ms. Hussain; Guidance Counselor, Mrs. Cantey; and the student's parent. A translator would be included as needed.

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.
Once our school receives the data within 5 school days, we inform the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language) The entitlement letter, non-entitlement letter and/or continued entitlement letter is distributed and parents must return their dated and signed response of having received the information, which is retained in the student's cumulative folder.
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).
At our initial ENL Welcome Meetings ENL teacher Mrs. Hussain, AP Cirone, and Parent Coordinator Mrs. Chase disseminate the information of the parents right to appeal their child's ELL Status within 45 days of enrollment. We inform them that they must write a formal letter to Principal DuMornay to request the appeal 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.
Within the first 10 days of a new student's enrollment, the process described in number 1 above is accomplished. Following the administration and scoring of the NYSITELL, the parents are invited for a conference to discuss the data and next steps. The invitation is extended through a letter, a follow-up phone call, as well as email (where possible). The Assistant Principal, Jeanne Cirone, ENL teacher, Sahar Hussain and the Parent Coordinator, Leah Chase meet with parents to inform them of the eligibility for ELL services. The ENL teacher, Sahar Hussain explains the three types of instructional programs for their child(ren) and to facilitate a parent choice. At this meeting a description of all three program choices (TBE-Bilingual Program, Dual Language Program and ENL Program) is shared with parents. We relay the information that the only program option at our school is freestanding ENL. As parents have already chosen to have their child attend KAPPA VI, they prefer and select the free-standing ENL program so that their child can attend our school. This structure is also built into our application process; this question is addressed during our open house and is shared with the feeder elementary schools. In the nine years of KAPPA's existence, 100% of the parents have chosen to stay at KAPPA in our free-standing ENL program none have ever opted to leave for a different program.
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.
In addition to sending notifications in the mail, our ENL Teacher, Mrs. Hussain reaches out to the parents visavi phone call. If there is no response, we send pre-recorded and translated voicemails through our phone calling system. At KAPPA VI, parent choice is usually established prior to the student's enrollment at the orientation meetings and open houses.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Entitlement letters (initial and continued), parent surveys, program selection forms, and placement letters are distributed in September of each year by the ENL teacher, Sahar Hussain. In addition to that, a review of the prior year NYSESLAT data for continued eligibility and incoming student information is conducted. All parents of students eligible for ELL services receive an entitlement letter and parent survey/program selection form, which is returned to the ENL teacher, Sahar Hussain directly. Phone and electronic outreach is made to parents who do not return the letters/forms. The ENL teacher, Sahar Hussain stores all correspondence at the Assistant Principal, Jeanne Cirones office.
9. Describe how your school ensures that placement parent notification letters are distributed.
We invite the parents to school for an ENL Meeting at which we can distribute the placement parent notification letters. If parents can not show up to the meeting, we send voicemails relaying this information in addition to the letter sent home. We also require that they date, sign and return the documents to ensure knowledge and acceptance of the program placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all ELL documentation for the year is kept in a binder in the AP's office. The ENL teacher also keeps a copy of all ELL documentation. The original HLIS is filed in the student's cumulative record folder. The binders kept by both the AP and ENL teacher also contain ATS printouts which show eligibility and the most recent NYSESLAT, NYS ELA, NYS Math and Periodic Assment data.
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.
Throughout the year the ENL teacher, Sahar Hussain and the Assistant Principal, Jeanne Cirone keep ATS. ARIS, RLAT, RELC records of all students eligible for NYSESLAT testing. These students are also interimly assessed with the materials offered through the NYC DOE, such as ELL Periodic Assessments. As the dates of the NYSESLAT approach, all students who are identified as eligible for the NYSESLAT and who will be tested are given notification letters for their parents indicating that the test is nearing and the approximate dates their child will be tested. Due to the small number of students being tested, it has never been a problem to get all of the testing done within the allocated time frame. A schedule is set for each component and followed or modified as the testing progresses. For example, speaking is scheduled as early as possible to ensure its completion before the other three components can

be administered. Then the remaining three components (listening, reading and writing) are each administered separately to the grades on the same school day over the course of a week (i.e., Tuesday, listening is administered to all ELLs in two sessions for the two grade groups (5-6 and 7-8); Wednesday, reading is administered in two sessions to the two grades; and Thursday the writing is administered in two separate session for the two grades). Again this is done early in the window so there is time for makeups.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Our school ensures the dissemination of important documents such as continued entitlement and transitional support parent notification letters by sending notifications home through mail and in person meetings such as the ENL Parent Workshops, conducted by ENL Teacher, Mrs. Hussain and Parent Coordinator, Mrs. Leah Chase.
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).

We review the program selection options annually as we prepare and plan for scheduling. The trend in the program selection data over the past few years has indicated that 100% of our parents have chosen a freestanding ENL program. As parents have already exercised their choice to have their child attend KAPPA VI, they also choose the free-standing ENL program so that their child can attend this school. This selection is also built into and discussed through our application process; we discuss program options during our open house with parents and it is shared with the feeder elementary schools. In the nine years of KAPPA's existence, 100% of the parents have chosen to stay at KAPPA in the ENL program; none have ever opted to leave for a different 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 school features a free standing ENL push-in program. All of our ELL's are arranged in classes according to their grades in a mainstream environment; they are included with general education and special education students. Our ELL students are provided ENL instruction as required by the CR Part 154 regulations for ENL instruction which includes, mandated time required for ELL's according to their NYSESLAT standing, modifications in content area instruction, time accommodations, and additional language support. The classes are grouped in heterogenous proficiency levels but according to grade levels.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
At the beginning of the year, we ascertain the proficiency levels of each ELL and then create the schedule. All of our students receive 360 minutes of ELA over the course of the week, plus 45-90 minutes of Humanities. Our advanced students receive 180 minutes of and integrated ENL push-in model. Our transitioning student is receiving 90 minutes of integrated ENL and a total of 180 minutes of ENL as a push-in model. Our former ELL's are receiving the 90 minutes of ENL instruction for two years post-proficiency on the 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.
Our freestanding ESL program is provided in a push-in model, to ensure students do not miss the presentation of content in their core courses. To meet their learning needs, the ENL teacher, Sahar Hussain, pushes into ELA, Math, SS and Science classrooms to support her students. Outside of this push in, Ms. Hussain also co-plans and collaborates with all content area teachers to ensure teaching is adaptive to ELL needs. Collaboration outside of school time is done on a weekly basis between the teachers to fully

prepare for the weeks language and content goals. Glossaries and dictionaries are accessible to all ELL students and are encouraged to be used. Word and term/phrase study is done prior to each unit of study to prepare and predict what the ELL students will need to comprehend as a preview to the learning objectives. To meet the demands of the Common Core Learning Standards teachers plan by considering each student's entry level into the task at hand (reading, writing) and provide support as appropriate and needed (graphic organizers, jigsaws scaffolded questions, word studies and glossaries). Additional support on reading fluency is being accomplished in ELA and a computer-based program to help students meet the demands of the more rigorous, CCLS-aligned text. At regular teacher team meetings, the ENL teacher, Sahar Hussain provides feedback on current strategies that are improving student growth and ways content area teachers can also utilize these tools to support all students, but especially current and former LEP students.

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

Where native language exams exist, they are offered to students. Most of our ELLs however are not fluent in the reading and writing of their native language.

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

The ELL Periodic Assessments assess three of the four modalities; this is done twice a year (Fall and Spring). Reading is assessed regularly through formative assessments in ELA classes, as well as periodically through state exam simulations, as well as in the Success Maker and eScience computer programs. The eScience program has three LevelSet assessments administered in September, January, and May, which assess Lexile level. In Success Maker reading is assessed regularly; as students are presented with targeted topics/skills their mastery is assessed, and the program determines when they can move on to another skill or the next level of the same skill. Writing is assessed regularly through quizzes (weekly) writing tasks and entries, short response prompts (a few times per week), monthly writing tasks in all content areas as per our action plan to include NYSESLAT rubrics to assess student growth, and performance tasks (generally one per unit, or 6-week instruction cycle). Listening and speaking are assessed informally in class discussions and conference with the teachers on at least a weekly basis. Students have created unit goals on all four modalities with their ENL teacher, Sahar Hussain and a time frame has been indicated to assess if they've reached their reading, writing, speaking and listening goals per unit. Writing goals are inclusive of grammar and punctuation, expository, narrative and persuasive writing and other relevant ELA/CCLS corresponding grade level requirements. All of our ELLs are scheduled in drama classes where they receive additional instruction and assessment in the four modalities; this is a forum which allows for regular practice and assessment of speaking skills.

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

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

If a student is identified as SIFE, we try to provide additional support in the classroom to acquaint him/her with the educational process. The guidance counselor, Ms.Canty and Parent Coordinator, Ms.Chase assist with parent involvement and communications to include the parents in the learning process.

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

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

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

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.

Chart students re-identified as ELL or non-ELL, the teacher teams monitor closely the student's growth in the content areas. If the student is adversely affected by the decision, then necessary support is mandated as per CRP154-2.3. The decision may be reversed by the Principal, Mr.DuMornay with the authorization of the superintendent. All information is relayed to the parent of the child in a timely manner.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs utilize scaffolding, graphic organizers, masks, and glossaries to provide access to academic content areas, as well as accelerating English language development. Teachers also provide mini-lessons on grammar, fluency, decoding and contextualization to assist these students in bridging gaps in their understanding. At this time, we have four ELL students that are SWD. Their IEP's have been analyzed by all content area teachers and the ENL teacher offers additional support and modifications as per each IEP. Collaboration is done on a daily and weekly basis; and teachers, SAT and the guidance counselor regularly discuss student growth and concerns. Parents are always involved and included in the process. ELL's who have also been identified as having special needs are supported through their IEP goals in addition to the ENL program. Working with the Special Education Teacher, Mrs.O'Hara, we try to determine if the child's disability is preventing him or her from gaining proficiency and adjust the instruction to match. The teacher is made aware of this and pull him for additional AIS when possible.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have four ELL-SWD's. Teachers use data to guide differentiated instruction, using IEP's to determine when they are struggling due to language or learning disabilities. Teachers also maximize the use of strategies to better assist the students in their learning goals, language and content. All of our SWDs (ELL or non) are in the general education environment for the majority of the day. Our goal is to maximize time spent with non-disabled peers, as the real world is not segregated.

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 (Chart 100.12)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

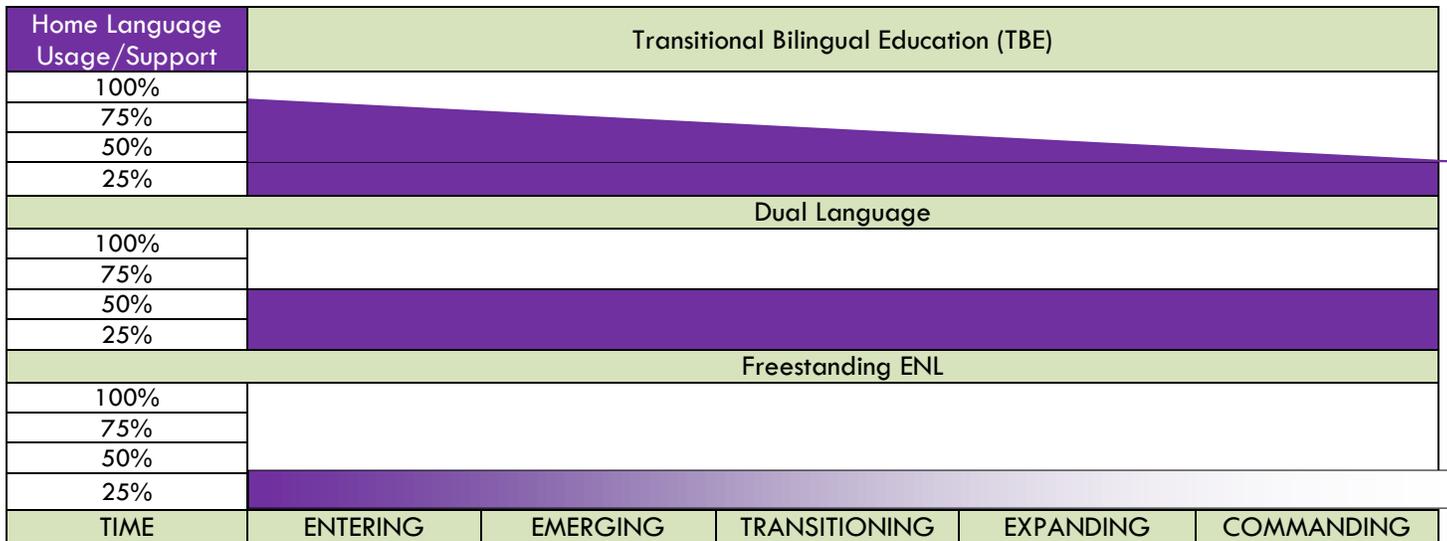


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. All ELL students are targeted to receive additional AIS support in ELA, Math, Science and Social Studies from their content teachers about once a week as needed. ELLs who are in our lowest third of ELA and Math scores receive targeted AIS once a week (per subject) as part of a reduced class-size initiative. We also have the Success Maker and eScience programs in place which deliver targeted reading, math and science instruction at the student's assessed reading or math level.
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 that have tested commanding status are closely monitored by the LAP, Data Inquiry Team, grade-level team, ENL Teacher, Sahar Hussain and ELL inquiry team. Appropriate LEP testing accommodations are for administered for two years, as per state regulation. Test taking strategies and test preparation sessions are provided to ensure that students are prepared for all state exams. These students are noted in class lists as Former ELLs and when they are brought up in teacher team meetings we question whether or not performance delays are a result of having been an ELL. The ENL teacher, Sahar Hussain continues to work with the students during class time to continue supporting goals in their reading, writing, speaking and listening development and mastery. They are also encouraged to engage in class discussions and additional writing prompts to continue growing in language literacy. Often recent former ELLs are in the same homeroom as current ELLs which allows for ease of temporary schedule changes. Additionally in grade level teams ELL progress (former and current) is discussed biweekly, dependent on the number of students per grade as well as the proficiency rating. All content area teachers are involved in these discussions, and all are aware of which students in their classes are current and former ELLs, which receive testing accommodations, what the accommodations are, and how to support English language growth. Professional development workshops are delivered by the ENL teacher, Sahar Hussain to continue supporting best practices in all contents. Teachers review exam scores (state, local, school), independent reading levels, and overall performance and discuss ways to further support each student. When necessary, these discussions include parents to enlist their support of our initiatives as well as a means of guiding them how to assist at home (i.e., monitoring homework completion, providing uninterrupted reading time, utilizing the dial-a-teacher hotline provided by the DOE for translation and homework help).
12. What new programs or improvements will be considered for the upcoming school year?

This year we have created an ELL Inquiry Team which will hold discussions and delve on data to monitor ELL growth. We have planned professional development workshops led by our instructional cabinet and ENL teacher, as mandated by the CRP 154 to increase teacher development in instructing ELL's and their needs. Teachers will also collaborate extensively in the creation of ELL appropriate units of study through the contents and grade levels.
13. What programs/services for ELLs will be discontinued and why?

We have replaced Achieve 3000 and Study Island programs with Success Maker because we felt that the two programs were not engaging to students and not as effective in moving student performance.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are fully involved in all school programs. We have ELL's partake in Regents Living Environment courses and Algebra. Extra- and co-curricular programs are always open to ELLs, and in fact the students are encouraged to participate as a way of boosting their English speaking and listening comprehension as well as cultural assimilation. One such program is our 7th grade Leaders of Tomorrow program which offers students an opportunity to go on a three-day, two-night trip to the Pocono Environmental Education Center in Dingmans Ferry, PA. We have a number of after-school opportunities for students, including chorus, various sports through CHAMPS funding, and two CBOs (Safe Space and CMS) who offer homework aid, ELA and/or math instruction, sports and arts (dance, visual). Students are also invited to become members of the Civil Air Patrol program, which is the auxiliary branch of the United States Air Force. All of our programs operate as middle-school appropriate programs.
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.

As mentioned above, we are using Success Maker and eScience 3000 which are online reading, math and science programs. We use the NYC DOE core curriculum materials in math, science and social studies. Translated versions are available in Spanish for many of the titles and are offered to students in addition to the English version they are given.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Glossaries are used to help students make connections between their native language and English. In addition, teachers bring realia and images to the classroom to give better visuals of concepts and words/phrases. Many times, words in L1 will be used to connect to the ELL's background.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Students are instructed based on their appropriate grade level and content but differentiated in their reading, math and language skills as needed. We ensure our ELL's are learning the grade appropriate material and skills through appropriate modifications.

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).

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

19. What language electives are offered to ELLs?

Not applicable

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.)

The professional development workshops offered by our ENL Teacher, Sahar Hussain will further enhance and develop understanding of ELL related teaching and learning. Some PD's to be offered are:

- 1) Intro to ELL's, empathy and accommodations
- 2) Delving into NYSESLAT data, understanding the modalities and grouping
- 3) Key Principles of ELL Instruction
- 4) Content Area ELL Strategies - Social Studies
- 5) Content Area ELL Strategies- Science
- 6) Content Area ELL Strategies - Mathematics
- 7) Content Are ELL Strategies - English Language Arts
- 8) NYSESLAT Writing Rubrics- How to support your ELL's with similar writing rubrics across the contents
- 9) ELL Inquiry Team - Plans and Discoveries

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

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

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

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

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?

The following topics have or will be covered in our weekly Monday PLO sessions. All teachers are present, and in essence all of our teacher are teachers of ELLs:

- 1) Intro to ELL's, empathy and accommodations
- 2) Delving into NYSESLAT data, understanding the modalities and grouping
- 3) Key Principles of ELL Instruction
- 4) Content Area ELL Strategies - Social Studies
- 5) Content Area ELL Strategies- Science
- 6) Content Area ELL Strategies - Mathematics
- 7) Content Are ELL Strategies - English Language Arts
- 8) NYSESLAT Writing Rubrics- How to support your ELL's with similar writing rubrics across the contents

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As a middle school, KAPPA VI deals with both the transition from elementary school and to high school. We see our role in our students' education as bridging them from one to the other, and also preparing them (and their families) for life beyond high school (college, careers, etc.). This vision is shared with the staff regularly, and support is presented at the grade level teams to help teachers prepare to guide the transition.

The guidance counselor attends transition meetings to learn new opportunities for parents of ELLs and services for ELLs as they transition from one school level to another. She uses this information to help guide students towards good-fit high schools. She also works with the elementary school guidance counselors to ease the transition from the lower level to our model. In the first months of school the guidance counselor, with input from the teachers, monitors the transition of all students and creates guidance groups as

needed to address key areas, such as transitioning between periods, keeping track of homework and assignments, and working with multiple teachers. The guidance counselor and administrative staff also offer suggested modifications/accommodations to the classroom teachers which could help ELLs transition into the middle school setting. One standard already in place is the use of colored folders for organization, along with agenda planners for recording homework assignments. Our guidance counselor and social worker also work weekly with ELLs to meet their needs during this "bridge".

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.

As outlined above, our content-area teachers will get more than 15% of their total hours needed for ELL specific professional development. The ENL teacher, Mrs. Hussain, will be sent to city-wide ELL workshops to further increase her knowledge of best practices. In addition to that, she will be taking several online courses to foster current trends of ELL instruction in the classroom. This will further develop her professionally and she will turn-key the information to her peers. Sign-in sheets are kept from all in-house PLOs involving strategies for ELLs; they are kept by both the principal as well as our Peer Instructional Coaches.

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?

ENL Teacher, Sahar Hussain, will invite parents to the school to discuss the goals of the program, their child's learning goals, language development progress, language proficiency assessment results and language development needs in all content areas. She will hold several meetings during school and after school to allow higher turn-out for parents. The interpretation will be done by Spanish teacher, Mrs. King, and if another language is needed, the city translation number will be dialed in during the conference. We use the Parental Engagement time on Tuesdays to call in parents for one-on-one meetings regarding their child's progress and our goals for them over the next year (similar in many ways to an Annual Review conference).

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.

All direct correspondence between parents is filed by ENL Teacher, Mrs. Hussain and or Assistant Principal, Mrs. Cirone. Copies of letters sent and documented calls and voicemails left are recorded in an anecdotal kept with Mrs. Hussain. An attendance sheet for the individual meetings is kept with all other ELL documentation in the AP's binder and ENL teacher's binder, mentioned previously.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are included in all activities in our school. We hold ELL parent workshops, led by Parent Coordinator, Mrs. Chase and ENL teacher, Mrs. Hussain. Our aim is to support them in areas of need with tools to best help them. We provide resources to help them learn the English language; Steps on how to complete a regents diploma equivalency; how to get a better paid job; building resumes; career paths; how to involve yourself in your child's education, etc. We promote at least one ELL parent to be a member of the SLT as a representative of that cohort in our school. For the past three years, ELL parent volunteers have been recruited to assist in our potential-student interview process; they have been a big part of the growth of our ELL population in the past few years.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Not at this time
5. How do you evaluate the needs of the parents?
With each meeting conducted, we provide a survey for them to complete. Information such as interests and needs is listed and completed by the parents.
6. How do your parental involvement activities address the needs of the parents?
Based off of the survey, we establish what are the needs of our ELL parents. We then develop ongoing workshops that will service these needs.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		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)
Gary DuMornay	Principal		10/30/15
Jeanne Cirone	Assistant Principal		10/30/15
Leah Chase	Parent Coordinator		10/30/15
Sahar Hussain	ENL/Bilingual Teacher		10/30/15
Edith Ortiz	Parent		10/30/15
Marnie Ponce/ELA	Teacher/Subject Area		10/30/15
Andrea Johnson	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Jennifer Figueroa-Cantey	School Counselor		10/30/15
Mary Barton	Superintendent		1/1/01
Marie Rousseau	Borough Field Support Center Staff Member _____		1/1/01
Lorena King	Other <u>LOTE Teacher</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q282** School Name: **KAPPA VI**
Superintendent: **Mary Barton**

Before you begin, please check the following:

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

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

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

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

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

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

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

The majority of our ELL parents request correspondence to be communicated in English and if needed in Spanish. We have only one student who speaks Haitian Creole and we disseminate information to his parents, in that language as well as in English. We have one student that speaks Bangla and one that speaks Mandarin. The Bengali student's parent request information to be disseminated in English and the Mandarin student's parents also request information in English only.

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.)

Our student handbook, newsletters of ELL events, monthly calendar, parent-teacher conference announcements, after-school program information (tutoring, and AIS lunch café time), New York State testing dates and study information, and welcome letters and other pertinent correspondence related to NYSESLAT goals and tests are translated and relayed to parents.

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.

We have open houses through out the year in which parents have in-person meetings with school staff. We also invite parents to attend common core workshops and informative NYS exam sessions to include and engage parents in their child's learning process. Parent-teacher conferences are held as per the DOE schedule; as well as the mandated ELL annual parent teacher conference. Guidance counselors call parents regularly, as do teachers and administration.

Part C: Providing Language Assistance Services

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

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

2. Describe 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.

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

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.)

Our ENL teacher, Sahar Hussain has disseminated the DOE over-the-phone interpretation service information to all staff members at the start of the school year. The Language ID Guide, language palm card and T&I brochure and other interpretation links are sent via email to all staff members to have accessible when interacting with parents. The language ID poster is visible at our school at various locations such as the Parent Coordinator's office, main office, guidance counselor's office, and school entrance/security desk.

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

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

Coordinator's will help parents obtain the translation services they need to fully participate in parent conferences.

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)

At the beginning of every workshop or meeting we hold at our school, we distribute a parent survey. We collect that information at the end of each session to get feedback from parents to determine if it was informative, useful, easy-to-comprehend, well-planned and other comments they feel will better the session for next time. For the ELL parents, we may provide that survey in their L1 to ensure a thorough understanding of the survey as needed.