

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

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

**10X374**

**School Name:**

**KNOWLEDGE AND POWER PREPARATORY ACADEMY INTERNATIONAL HIGH  
SCHOOL (KAPPA)**

**Principal:**

**PANOREA PANAGIOSOULIS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: KAPPA International High School School Number (DBN): 10x374  
Grades Served: 9-12  
School Address: 500 East Fordham Rd, Bronx NY 10458  
Phone Number: 718-933-1247 Fax: 718-933-1568  
School Contact Person: Andrew Clayman Email Address: [aclayman@schools.nyc.gov](mailto:aclayman@schools.nyc.gov)  
Principal: Panorea Panagiosoulis  
UFT Chapter Leader: Kevin Vachna  
Parents' Association President: Magdalena Camacho  
SLT Chairperson: Mabel Mateo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gabriela Vasquez  
Student Representative(s): Mykalee Chambers  
Daniela Taveras

**District Information**

District: 10 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Pl, Flushing NY  
Superintendent's Email Address: [jmendez2@schools.nyc.gov](mailto:jmendez2@schools.nyc.gov)  
Phone Number: (718) 281-7696 Fax: (718) 281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Brooklyn  
Director's Email Address: [aanorma@schools.nyc.gov](mailto:aanorma@schools.nyc.gov)  
Phone Number: (718) 935-5618 Fax: 718-935-2246

## 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)
Panorea Panagiosoulis	*Principal or Designee	
Kevin Vachna	*UFT Chapter Leader or Designee	
Magdalena Camacho	*PA/PTA President or Designated Co-President	
Miskenia Santana	DC 37 Representative (staff), if applicable	
Gabriela Vasquez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mykalee Chambers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Daniela Taveras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrew Clayman	Member/ AP	
Elizabeth Calvert-Kilbane	Member/ Teacher	
Mabel Mateo	Member/ Teacher	
Damaris Lopez	Member/ Parent	
Angela Rodriguez	Member/ Parent	
Alethia Hutchinson	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Keisha Freeland	Member/ Parent	
	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.

KAPPA International is an open enrollment International Baccalaureate World School. We seek to inspire and empower scholars to become lifelong learners, well-equipped for the challenges of college and prepared to participate as compassionate citizens in the ever-expanding global community. We also place a strong emphasis on experiential learning, including international travel and authentic, real-world learning projects. We subscribe to a Mastery-based learning model and provide our students with daily advisory programming.

We have an expanding population of English Language Learners and Students with Learning Differences. We are in the process of developing a robust bilingual program and emphasize an inclusive environment. Students who begin in 9th grade in a self-contained setting generally transition to an Integrated Co-Teaching model, which requires the school to strategically support that transition and to support adult capacity for meeting those varied student needs.

Our school has always prioritized the Framework for Great Schools' supportive environment, providing students with both academic and socio-emotional supports as well as embodying a collaborative community of professionals. Our most recent Quality Review established our school culture as a Well-Developed Area of Celebration and we also received Well-Developed marks for Curriculum, Assessment and Professional Collaboration. For our Area of Focus, we received a Proficient for teacher pedagogy. Over the past year, we have grown significantly with regards to providing a rigorous instructional program to all of our students and intend to continue that focus for the 2015-2016 school year. Our Learning Environment Survey indicates room for growth in our collaboration with families and communities, which makes that another area that we will revisit.

## 10X374 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	491	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	5	# SETSS	10	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	15	# Drama	4
# Foreign Language	15	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	79.2%	% Attendance Rate			86.9%
% Free Lunch	81.2%	% Reduced Lunch			8.1%
% Limited English Proficient	13.1%	% Students with Disabilities			18.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			33.2%
% Hispanic or Latino	60.0%	% Asian or Native Hawaiian/Pacific Islander			2.4%
% White	2.4%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.25	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			11.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			3.36
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
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	62.9%	Mathematics Performance at levels 3 & 4			63.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	77.4%	% of 2nd year students who earned 10+ credits			83.0%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			83.1%
6 Year Graduation Rate	85.5%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
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	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			N/A
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 Graduation Rate (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				

## 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.

As a PROSE school, focusing on students’ holistic development and ensuring high-level authentic learning tasks, in school year 2014-2015, KAPPA developed a series of Experiential Learning Opportunities. These ELOs provided students with real-life experiences with the goal of inspiring them. Our ELOs were fantastic opportunities for students to learn from the world around them and for school year 2015-2016, we intend to built upon these opportunities, making them more robust, cross-curricular and woven into the curriculum. These authentic learning tasks are geared toward improving International Baccalaureate course pass rates, where currently 20% of our IB seniors receive college credit for their coursework.

### 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, 100% of students will have participated in at least 4 well-designed, Common Core aligned, cross-curricular Experiential Learning Opportunities to increase curricular relevance to students’ lives and goals.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Contract and collaborate with the research-based Expeditionary Learning Schools</p>	<p>Teachers</p>	<p>Summer 2015</p>	<p>AP</p>
<p>Develop a series of professional development sessions to support the implementation of ELOs for subgroup students</p>	<p>Teachers</p>	<p>Three times between Sept and May</p>	<p>AP</p>
<p>Involve parents and the school community in “share fairs”, in which students will showcase their learning</p>	<p>Students and parents</p>	<p>January and May</p>	<p>AP</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Schedule adjustments: Extended periods (100 minutes) of common planning time built into each day</p>										
<p>Human resources and per session: Contracting with Expeditionary Learning Schools</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February, 2016, 100% of students will have participated in at least 2 well-designed, Common Core aligned, cross-curricular Experiential Learning Opportunities to increase curricular relevance to students’ lives and goals.</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

**Section 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.

In order to provide students with socio-emotional support and post-secondary preparedness during the 2014-2015 school year, KAPPA developed an advisory program that was offered to students one day per week. The advisory program allowed students to develop core behaviors, explore post-secondary career options and reflect on academic progress over the course of the year. This should increase our Learning Environment survey results for supportive environment (currently 88% positive responses), result in higher International Baccalaureate exam results, and attendance rates, ultimately leading to an increase in college persistence. To ensure students truly feel supported by at least one staff member and acquire the soft skills necessary for future success, we’ve decided to provide a daily advisory in 2015-2016 with a curriculum that purposefully focuses on educating the whole student.

**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 students will attend a daily advisory class and feel well supported by at least one staff member as measured by periodic survey results

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Establish an advisory program that focuses on developing work habits, building relationships, improving literacy, providing</p>	<p>Teachers</p>	<p>Summer 2015 and ongoing</p>	<p>AP</p>

service-learning opportunities, assisting in the development of student portfolios, dedicating space and time to reflect on learning, and introducing post-secondary opportunities, providing targeted support for high-needs subgroups		throughout 2015-2016 school year	
Develop a series of professional development sessions that support the implementation of advisory	Teachers	Three times between Sept and May	AP
Administer bi-annual advisory surveys to measure effectiveness of the program	Teachers	January and June 2016	AP

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Schedule adjustments: Provide daily 30 minute Advisory Period										
Instructional resources: Integrate different advisory curricula from a variety of sources										
Schedule adjustments and per session: Provide time and resources for professional development										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
By February, 2016, 100% of students will have attended their Advisory course at least 90% of the time and completed the first bi-annual survey									
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

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

**Section 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.

In order for teachers and students to know and speak about what students have learned, a bank of standards must be developed and articulated with corresponding rubrics to frequently assess students. Throughout the 2015-2016 school year, KAPPA will refine and improve the existing mastery-based learning system to promote cohesion school-wide and allow students to take ownership over their own learning, resulting in increased Regents exam results, high International Baccalaureate exam results and ultimately an increase in college persistence.

**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 January 2016, create standardization of skills and content and establish 100% articulation of mastery levels for each standard to allow for cross-curricular work and student ownership over learning

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Create a bank of essential learning objectives (standards) that will be put in Jumprope</p>	<p>Teachers</p>	<p>Summer 2015</p>	<p>AP  AP</p>

Provide series of professional development on mastery-based learning and Jumprope	Teachers	Summer 2015 and two times throughout year	AP
Articulate different levels of mastery in department teams, including modifications and scaffolds for high-needs subgroups	Teachers	Sept 2015 thru Jan 2016	AP AP Department Heads
Create and implement rubrics for different levels of mastery	Teachers	Ongoing throughout 2015-2016	AP AP Department Heads

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

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

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016, 100% of essential learning objectives will be articulated with levels of mastery
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

In order for students to engage with high-quality, authentic, analytical performance tasks the school must create the time and space necessary for teachers to collaboratively develop tasks and instruction and for students to dive deeply into a curriculum rich in problem-solving opportunities, resulting in an increase in Regents scores, IB pass rates and ultimately, college persistence. Beginning school year 2015-2016, KAPPA will transition to block scheduling.

### **Part 2 – Annual Goal**

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

By February 2016, 100% of teachers will

- a) articulate that they felt supported or well-supported in the transition to teaching in block scheduling in order to provide students with more robust and extended instruction, allowing teachers and students to develop more depth of analysis, as measured by an internal survey conducted in May 2016
- b) receive at least 2 observations, with a focus on effective utilization of the block period; and
- c) engage in an extended weekly cross-curricular co-planning session to develop authentic performance tasks

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Conduct training on effective instructional strategies specific to block scheduling, with special attention to high-needs subgroups</p>	<p>Teachers</p>	<p>September</p>	<p>Assistant Principals</p>
<p>Provide teachers with at least 2 observations, with a focus on effective utilization of the block period</p>	<p>Teachers</p>	<p>September-May</p>	<p>Assistant Principals</p>
<p>Pre-establish the time for teachers to engage in an extended weekly cross-curricular co-planning session to develop authentic performance tasks</p>	<p>Teachers</p>	<p>September-May</p>	<p>Assistant Principals</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Schedule adjustments: Transition to block schedules</p> <p>Human resources and per session: Professional development surrounding effective instruction in block scheduling</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, conduct internal survey surrounding perceived level of support in the transition to block scheduling</p>
<p>By February 2016, 100% of teachers receive at least 1 observation focused specifically on use of block period</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



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

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

### Part 1 – Needs Assessment

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

In order to increase parent involvement during the 2014-2015 school year, KAPPA implemented the expectation that advisors would reach out to the parents of all of their advisees bi-weekly and provide updates on academic and behavioral progress. Having one point of contact for all parents/guardians ensured that parents were frequently contacted and updated on student progress and upcoming school events. To promote family support and involvement and increase student ownership over their learning, we’ve decided to restructure the P/T conference time throughout the 2015-2016 school year and introduce student-led conferences. This should result in an increase in Learning Environment Survey results on the part of both students and parents.

### Part 2 – Annual Goal

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

By June 2016, 90% of families will have attended two student-led conferences allowing for active participation in their student’s learning and development

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Facilitate the creation and organization of student portfolios and conference dialogue	Teachers	Ongoing throughout 2015-2016	AP
Provide training for successful development of portfolios and student-led conferences in advisory, with special attention to supporting high-needs subgroups	Teachers	Sept and Oct 2015	AP
Send out letters to invite their families in for student-led conferences	Parents	Oct 2015 and March 2016	AP

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Human resources: Restructure P/T Conference Time</p> <p>Human resources: Utilize support staff for sending out letters to families</p> <p>Human resources: Provide time and resources for professional development</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February, 2016, 90% of families will have attended one student-led conference</p>

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Small group	During school day or after school
<b>Mathematics</b>	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Small group	During school day or after school
<b>Science</b>	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Small group	During school day or after school
<b>Social Studies</b>	Failing after MP2 and 70% attendance or better	Review of class material, reassessment of learning targets	Small group	During school day or after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students are referred by teacher or self-report to guidance counselor	Students work with guidance interns from Fordham University and focus on areas of difficulty.	Small group or one-to-one	During school day or after school

## 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

### 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.
Staff members attend hiring fairs hosted by NYCDOE and New Visions for Public Schools, as well as posting on the New Teacher Finder and accessing Open Market Candidates for recruitment purposes.
In terms of retention and support KAPPA provides an extensive series of professional supports, including: mentorship; department teams; grade teams; inquiry teams; intervisitations; differentiated professional development; and administrative coaching and observations.

#### 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).
Staff participates in annual professional development provided by NYCDOE, New Visions for Public Schools and The International Baccalaureate Organization. In addition, we have recently contracted with Expeditionary Learning Schools to provide professional development surrounding the development of authentic, real-world experiential learning opportunities.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are invited to participate in the Measures of Student Learning Committee which determines summative assessments for each course. In addition, departments collaboratively establish multiple different assessment measures, including examinations, performance assessments, research papers and Socratic seminars and presentations.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	372,533.00	X	5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	5C
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,092,158.00	X	5A-5E

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

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

***(Required for All Title I Schools)***

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

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

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

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### **Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

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

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

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

### **School-Parent Compact (SPC)**

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

#### **I. School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>4</u>
# of content area teachers: <u>1</u>

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Teachers identify ELL students in need of academic remediation during department and grade meetings.

ELL students are invited to participate in afterschool tutorials for re-assessment.

Afterschool tutorials are offered Tuesday, Wednesday, Thursday from 3:00pm to 5:00pm. The language of instruction will be English with Spanish and Arabic scaffolds. Three ESL teachers will co-teach with three content teachers.

Afterschool tutorials-

6hours-6teachers- \$51.51X6=\$309.06 per teacher Sum total-\$1854.36

total of 6 weeks=\$11,126.16

-

### Part C: Professional Development

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

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

Begin description here: ESL teachers are receiving professional development through outside trainings provided by New Visions and Fordham University . Content teachers meet with ESL and special education teachers, as well as outside coaches provided by the school, to develop curriculum and integrate differentiation into lesson planning and delivery

ESL team is also participating in the CUNY-NYSIEB Emergent Bilingual Leadership Seminars to develop best practices for emergent bilingual speakers as well as monolingual students. The Biliteracy and fluency professional development seminars will be offered in six sessions- three days per semester from 9:00am to 3:00pm.

### Part D: Parental Engagement Activities

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

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

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

Six workshops have been scheduled throughout the year:

Stress Management

Sleep Apnea and other disorders

**Part D: Parental Engagement Activities**

- [College Night](#)
- [Freshman Parent Meet & Greet](#)
- [Interpreting Standard Based Grading](#)
- [How to Read a Student Transcript Review](#)

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$11,126</u>	<u>\$ 11,126</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	=	=
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	=	=
Educational Software (Object Code 199)	=	=
Travel	=	=
Other	=	=
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<b><u>\$11,200</u></b>

**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](#).

**A. School Information**

District <b>10</b>	Borough <b>BX</b>	School Number <b>374</b>
School Name <b>Knowledge and Power Preparatory Academy</b>		

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

Principal <b>Panorea Panagiosoulis</b>	Assistant Principal <b>Andrew Clayman</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Sarah Van Etten</b>	School Counselor <b>Shelley Standish</b>
Teacher/Subject Area <b>Samantha Cass/Heiderscheid</b>	Parent <b>Angel Gil</b>
Teacher/Subject Area <b>Joseph Papa (ELA)</b>	Parent Coordinator <b>Juan Caamano</b>
Related-Service Provider <b>Caitlin Biello, IEP Coordinato</b>	Borough Field Support Center Staff Member <b>Jose Ruiz</b>
Superintendent <b>Elaine Lindsey</b>	Other (Name and Title) <b>type here</b>

**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	<b>3</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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
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### D. Student Demographics

Total number of students in school (excluding pre-K)	503	Total number of ELLs	55	ELLs as share of total student population (%)	10.93%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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### A. ELL Programs

**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 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	27
SIFE	4	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	18

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		
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	Total
TBE										00
DL										00
ENL	22	3	2	14	2	9	19	0	18	55
<b>Total</b>	<b>22</b>	<b>2</b>	<b>4</b>	<b>10</b>	<b>2</b>	<b>8</b>	<b>18</b>	<b>00</b>	<b>15</b>	<b>55</b>

Number of ELLs who have an alternate placement paraprofessional: 1

**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
														00
														00
														00
<b>TOTAL</b>	<b>00</b>													

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	
	EL	EP																		
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	<b>00</b>																			

\* EP=English proficient student

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages):	Number of students who speak three or more languages:

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										19	19	5	4	47
Chinese														00
Russian														00
Bengali											1			1
Urdu														00
Arabic												1	2	3
Haitian														00
French													1	1
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other														3
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	19	20	6	7	47

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

<b>Entering</b> (Beginning)											4	2	1	0	7
<b>Emerging</b> (Low Intermediate)											2	3	1	1	7
<b>Transitioning</b> (High Intermediate)											2	2	4	0	8
<b>Expanding</b> (Advanced)											8	12	1	4	25
<b>Commanding</b> (Proficient)											4	8	5	9	26
Total	00	00	00	00	00	00	00	00	00	00	20	27	12	14	73

<b>FORMER ELLS BASED ON REVISED EXITING CRITERIA</b>														
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	1	1	2

<b>FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE</b>														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										11	9	16	17	53

<b>NYS ELA</b>					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

<b>NYS Math</b>									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	8	N/A	4	N/A
Integrated Algebra/CC Algebra	32	?	14	?
Geometry/CC Algebra	3		0	5
Algebra 2/Trigonometry	1		0	
Math				
Chemistry	0		0	
Earth Science	4		0	
Living Environment	31		16	
Physics	0		0	
Global History and Geography	12		5	
Geography				
US History and Government	8		3	1
LOTE	0		0	
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

For incoming newcomer students - if students, based on informal interviews during the intake process, appear 2 grades or more behind or have missed 2 or more years of school, we will administer the LENS to determine SIFE status

If, based on the NYSITELL- and others- Last year we used Achieve3000 and assessed their Lexile levels with pretests

The school is using the Performance Series as a school-wide baseline to assess literacy levels of all students. Ell teachers use the DRA for students identified as needing remedial services to determine reading levels. The data revealed shows different information; we have some newcomer students with strong home language literacy skills. We also have other students with weak language skills in home language and English. School -wide, we administer all students this year for using the Performance Series Reading Diagnostic to identify Lexile levels.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns show that we have at the

Entering Level: four in 9th grade, three in 10th grade, one in 11th grade, and none in 12th grade

Emerging Level: four in 9th grade, four in 10th, one in 11th, and one in 12th grade

Transitioning: four in 9th, two in 10th, four in 11th, and none in 12th grade

Expanding: nine in 9th grade, twelve in 10th grade, one in 11th, five in 12th grade

Commanding: four in 9th, eight in 10th, five in 11th, nine in 12th grade

Our biggest cohort is Expanding level with 27 students, followed by Commanding with 26 students

Recent Fall 2015 NYSITELL data shows that we have 4 new admit students who tested Commanding in the 10th and 11th grades.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO tool reveals that we have many students who are off track in the following ways: under-credited, failed one or more Regents, only needed 2-3 questions more correct on NYSESLAT to move up one proficiency level by 2-3 questions. The students whose Risk Warning was a level 8 both had major attendance issues (under 90%) and made little progress

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our school has been looking at MOSL scores as a common school-wide assessment. We are not using the ELL Periodic Assessments because for the past three years, we have been chosen as NYSESLAT Field test schools in the Fall, which already takes away significant instructional time in addition to PSATs, mock Regents, SATs, etc. We are using Performance Series as a common school-wide literacy diagnostic.

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

In general in school, recent newcomer ELLs are faring differently in tests in English rather than in native language: Some newcomers choose to take their teacher-created Performance Task exams in both native language and English and generally submit responses in English by translating from their native language. Some recent newcomers opt to get pulled out during their Performance Tasks for oral and written translation support that helps them complete their exams. Our two recent newcomer Arabic speakers (with Low

Beginner English proficiency) especially benefit from this extra support. For the school-wide NYC Performance Assessment, several students opted to use the native language translated tests and submitted their responses in their native languages.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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

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

The ENL team uses the SIOP lesson plan format and has shared it repeatedly with staff to provide an easy way for teachers to plan with students' second language acquisition needs in mind. Many co-teacher teams coplan with ENL teachers to modify texts and differentiate for the various proficiency levels. For newcomer students, ENL and content teachers provide strategic home language supports as needed. In classes with a newcomer cohort, we provide strategic and intentional opportunities for processing in preferred languages throughout the lessons.

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

7. For dual language programs, answer the following:

- 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?

n/a, no dual language program

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

There are several benchmarks we look at to evaluate success of our programs for ELLs. We look at credit accumulation, Regents attempts and pass rates, as well as language proficiency and academic progress in content classes.

The success of the program will be evaluated by monitoring student growth on the 2015-2016 NYC Performance Task Assessments (administered in Fall and Spring) and by comparing student NYSESLAT scores from 2014, 2015 and 2016. These data will show the literacy progress of our ELLs under the current program model.

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

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.

The ENL Intake Team is comprised of three ENL certified teachers- Sarah Van Etten, Samantha Heiderscheid, Tammy Wang-the school programmer, Michael Paulson, working with our school attendance secretary Miskenia Santana and Parent Coordinator, Juan Caamano. One of the ENL teachers always meets the new student and parent, as does Principal Panorea Panagiousoulis. We administer HLIS to new admits and new students who have not been in NYS public school for 2 or more contiguous years (private or charter or from out of state/country), while Samantha Heiderscheid checks each step of the intake process and HLIS forms.

We have an informal student and parent interview after the HLIS, determine home language based on HLIS and interview in all languages with parent in language of preference. For eligible students who show up on the RLER as eligible, we administer the NYSITELL.

The Speaking section is one on one with a certified ESL teacher. The reading, writing, and listening may be administered in small group as needed or individually. After the student completes the entire NYSITELL exam, the ENL teacher checks to make sure the bubble sheet is complete and then scans it into ATS. The NYSITELL is kept in a secure location and locked in a closet. When the proficiency level according to the scaled conversion chart is determined, our team takes that information into account for the parent orientation meeting. The finished, scanned test and scantron is filed in the student’s cumulative file. Students whose home languages are Spanish also take the Spanish LAB as eligible. Translators from the DOE Translation and Interpretation Unit are available for use as indicated in our Language and Interpretation Plan.

The Intake Team determines ELL status after scoring the exams; if a new entitled student scores Commanding, we notify the parent and ask them if they would still like extra supports for their child. For students newly identified as ELLs, we immediately begin to program students according to their incoming transcript from their sending school with the Programmer.

We send parent notification letters for entitlement within 5 days, as well as invite the parents to a parent orientation meeting. At least one of the ENL teachers conducts the parent orientation meeting, where we explain the three program options in NYC, the parent video in the parents' preferred languages.

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).  
Within 30 days of enrollment: After conducting intake following our intake protocols, we conduct informal student interviews and family surveys to identify students who may be SIFE students. This process begins with the intake process. We then use the SIFE Oral Questionnaire to all newly identified ELLs who we suspect may have a gap in education or inconsistent education. After the oral questionnaire, students with a two- year gap or inconsistent education (with home languages in the LENS- Arabic, Spanish, Bengali, Chinese, Haitian Creole) are then administered the LENS. If we have students who are new and have a different home language, we will use existing SIFE Oral Interview Questionnaire. However, once a SIFE scores at transitioning/intermediate level on the NYSESLAT, SIFE status will be removed automatically on 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).  
Our LPT members include the following personnel: Principal Panagiousoulis, the ESL Coordinator Samantha Heiderscheid, the Special Education Coordinator Caitlin Biello, and the Compliance Supervisor and Programmer Michael Paulson. The ELL team of certified ENL teachers review the IEP and meet the student and parent/guardian to do the following: students enrolling with IEPs have NYSITELL-eligibility determined by principal and team, after determining eligibility with HLIS. If the HL is not English, the

principal and the LPT meets. If the LPT decides that the student does not have English language needs and should not take the NYSITELL, the decision is reviewed by the principal. If the principal decides that the student should take the NYSITELL anyway, the intake team proceeds and administers the exam. If the principal decides that the student does not have English language needs, the decision is sent to the superintendent for final review.

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.  
We test newly entitled students after identifying entitlement status, scan the NYSITELL and determine the score as soon as possible. Letters are prepared for distribution during the first week of school to hand out to parents; any newly identified and entitled student will have an entitlement letter after the identification process and parent meeting have happened within the first five days of school for that student. We mail or give the non-entitlement parent notification letters to parents of students who passed out of the NYSESLAT from the prior May; we give the non-entitlement parent notification letters to parents of newly entitled and eligible students personally during the follow-up parent meeting.
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).  
APPEAL: Parents are informed they have the right to appeal during the informal parent meeting during the intake process and following during parent orientation, when the ENL teacher meets to inform parents of their child's scores and learning needs. The ESL Coordinator also will ensure that parents will understand their right to appeal in their home language.  
  
Parents or students over 18 may request a re-identification process in writing within 45 days. All new students will have everything completed (identification, placement, program, letters) within 10 days. Parents are notified during the parent orientation meetings that they have the right to appeal ELL status and it is included in the entitlement letter. The Superintendent is in charge of final approval of each appeal
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
The program choices are explained during the parent orientation meeting during the first five school days of identification. The three choices are also explained in the parent videos in the parents' preferred languages. Parents are called by the ENL team and meetings are scheduled, if meeting dates were not set during the initial intake and HLIS process. The team regularly schedules parents of newly entitled (based on the HLIS) students to come in for a follow-up meeting to discuss the results of the NYSITELL and other details.
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.  
During the parent orientation meeting, after the team discusses NYSITELL scores and proficiency in each modality based on the NYSITELL, we discuss program options and show the parent videos. Next we complete the Parent Survey and Program Selection Form together. We keep and file each survey in students' files; we review them to record number s of parents that choose a bilingual program. Forms are never mailed home to prevent lost or unreturned paperwork; these are always done in person.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
For newly entitled students who enter our school, all paperwork is completed in person and then placed in student cumulative files.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are hand-delivered to parents during the parent orientation meeting to ensure receipt; however, if the parent cannot attend the scheduled meeting within a timely manner, the letters are mailed home before the end of the fifth day of identification. We have a tracker to make sure they are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL Department keeps all ELL documentation in a separate ENL folder for all students on the fourth floor in room 409. All ELL trackers and spreadsheets are retained in our ENL department Google Drive folder under Departments. All ELL documentation

that comes with students from registration and enrollment is placed into cumulative files that the school retains currently on the 5<sup>th</sup> floor with Miskenia Santana, attendance teacher.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT Test is administered to all ELLs each year to annually assess their continued eligibility for ELL services and track their progress. All ELLs identified by the RLAT, BESIS and the RBPS report are given the NYSESLAT annually by the ESL team. A testing schedule, based on dates given by the state, is created. The ESL team will identify a period of 1 week for NYSESLAT administration and communicate that time period with school staff in advance so that all may plan accordingly.

The team designates a library time five to six months ahead of time for NYSESLAT Testing week and notifies school staff. Students are notified in stand-alones well-ahead of time, while students in other classes are informed at least one week ahead. Tests are kept locked and secured in a test filing cabinet in 409, and counted and checked before and after each test administration day. Digital records are kept for the team to track completion and hand-scoring process.

Administration is school-wide and will take place in the school library. ELLs receive a schedule telling them when to report to the library for the Listening , Reading, and Writing portions of the exam. After the initial three days of testing (one each for Listening, Reading, and Writing), there will be 2 make-up days for any absent students. If necessary, students who need additional time will be scheduled for private make-ups. For the Speaking section, the ESL teachers will pull out ELLs during stand-alone and co-taught periods. Interviews will be recorded, and Speaking scores will be scored by a teacher other than the ESL teachers.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Students and parents receive continued entitlement and transitional support parent notification letters at the beginning of the year in individual or group meetings with one of the ENL teachers. These are reviewed and discussed as well during individual parent and student meetings to discuss student goals, progress, and areas of need for the year:

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).

Looking at the trend in Parent Survey and Program Selection program choices that have been requested, parents of new first-time admit students have selected ESL. This year so far, no parents of newly entitled ELL students have requested the bilingual program choice preference.

## 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.

Program- grouped students into blocks where class groups travel together for a newcomer group of bilingual students with Spanish home language. Graded- no more than two contiguous grades are in classes together. Grades 9 and 10, and 11 and 12.

Minute breakdown of integrated and standalone ENL is implemented as per CR Part 154.2

Two sections of stand-alone ENL meet rotating blocks of 100, 100, and 50 minutes each. Two are heterogeneous and one is homogeneous by proficiency level. Other programmed services include six (6) core courses co-taught with content specialists: 1 section of Integrated Algebra co and 1 standalone (one regular co-taught, one repeater Regents Prep with home language support), 1 section of Living Environment, 1 section of 10th Grade Global History, and 1 section of U.S. History. Additionally, there is integrated co-taught ELA with a certified ELA and ENL teacher for all grades.

b. TBE program. *If applicable.*

. Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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)?

All three certified TESOL instructors independently teach a standalone that focus on literacy and language growth. Each teacher also co-teaches in content courses- ELA, Global, US, Math and LE. The STEM ENL teacher, SVE, also coplans with the Earth Science teacher to further support ELLs. Students are then grouped so that co-taught classes have 10-20 ELL students each. Where the option is available ELL students are programmed for co-taught sections of core content courses in order to maximize the number of periods during the day ELLs have access to support beyond the required number of minutes.

Minute breakdown of integrated and standalone ENL is implemented as per CR Part 154.2 to provide the required units of study for the five proficiency levels for ELLs in each program. Now, students at Entering receive 2 units per week (360 min); 1 stand-alone (180 min) and 1 integrated ENL co-taught (180 min); at Emerging students receive 2 units per week but 0.5 unit in Stand-alone (90 min), 1 unit of ENL/ELA (180 min) and 0.5 Flexible Unit stand-alone or integrated ENL/Content (90 min). Students at Transitioning receive 1 unit per week (180 min) total, comprised of 0.55 unit in ENL/ELA (90 min), 0.5 Flexible Unit of stand-alone or Integrated ENL/Content, Expanding is also 1 unit per week of ENL/ELA or ENL/Content (180min) and Commanding Former ELLs receive 2 additional years of services in Integrated ENL/ELA or content.

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. Minute breakdown of integrated and standalone ENL is implemented as per CR Part 154.2. For newcomer cohort with Spanish home language background, they receive core content classes with home language support. Our CUNY-NYSIEB Hunter Grant Partner is supporting us in crafting instructional methods that value and leverage home language to build foundational core content knowledge in Living Environment, Algebra, and Global History.

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

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

All students who have a French or Spanish home language background are in a native language class as well, where the LOTE teacher continuously evaluates their HL development. Students who wish to be evaluated in their HL in core content classes may do so easily in French or Spanish. We also have some Bengali and Arabic speakers, who are supported with home language

students who speak their HL. If students whose languages are other than French or Spanish and wish to be evaluated in their HL, they may do so through the support of the Language and Interpretation services.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students are evaluated in all four modalities of English throughout the year in their integrated and stand alone English classes. ENL and ELA teachers are coplanning course curriculum and assessments together to ensure alignment with ELL learning needs and standards, as well as the newly CC-aligned NYSESLAT. They are annually assessed on NYSESLAT exam. Progress is communicated during individual planning conferences with students three to four times a year, and at least once with parents to discuss goals, progress, and learning areas of focus.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

SIFE students are specifically targeted for afterschool programming and extra tutoring help to ensure support across content areas. They are provided with specific instruction in academic skills and strategies that extend beyond language needs. Newcomer ELLs are supported in an Newcomer stand-alone ESL class where they focus on navigating U.S. schools and culture in addition to developing specific language and literacy skills. Arabic-speaking SIFE students are supported with one period of native-language literacy group per week with ENL teacher and advisor Heiderscheid for basic school skills, literacy work, and targeted tutoring as well as ELA Regents Prep Tutoring every other day for 35 minutes. A newcomer Spanish-native language study group once per week afterschool and twice weekly during Advisory for Global, ELA, Science and Math content support with entire ENL department team. In addition, 11th and 12th grade newcomer ELLs have an every other day tutoring period of ELA Regents prep with Heiderscheid. ELLs who are developing or long term, with SpEd or other subgroup needs, are in co-taught integrated ELA courses to target academic reading and writing at the high school level. Students showing signs of struggling academically - especially those who are Long-Term ELLs - are included on a list of students for Academic Intervention Services and scheduled for extra tutoring and support that meets their content and language needs. Whenever possible, former ELLs are programmed into co-taught content area classes so that they continue to benefit from language modification and targeted literacy supports.

7. 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.

Parental rights to appeal, as per ELL Policy and Reference Guide, are followed. The principal and superintendent are involved in decision making process. The team involved with initial identification includes the ESL-certified teachers Tammy Wang, Sarah Van Etten, and Samantha Heiderscheid. The team to manage re-identification process includes the latter team and in addition, input from content teachers of that student, the Compliance Supervisor Michael Paulson, principal Panorea Panagiosoulis, and the superintendent.

The school will initiate a review of the ELL status when a student's parent or guardian or teacher requests one, in writing. The ENL Department will monitor newly re-identified ELLs by reviewing student work in home and English languages; discuss progress in grade and content department teams to determine if the re-identification status adversely seems to affect their progress, and if needed, administer the NYSITELL (but never readminister it). The parent or guardian is then consulted if the team determines to move forward based on teacher recommendation. If based on parent/guardian request, they are called after work review. The ENL department then administers a school-based assessment in English. This process is completed within ten days of receipt of written notice. If the CSE must be consulted, 20 school calendar days are given. If the student is suspected of having, or already has, a disability that may impact his or her English language skills. The principal reviews the final results and recommendations and determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the student (if over 18) and parent. Upon receipt of signed notification, the documents are sent to the superintendent or designee for review and final decision. Written notification is sent then from superintendent to principal, parent, and student (if over 18) in parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision was to change ELL status, then the student's program is changed accordingly. Documents are stored in student's cumulative folder.

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

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

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?

The integrated ELA class contains students with IEPs working next to ELL and general education students. Teachers work in teams to support students with relative proficiency in speaking and listening who need additional support with written literacy skills, e.g. long-term ELLs, students with IEPs, and students with expanding, transitioning or commanding in reading and writing scores on the NYSESLAT. We also provide support as per IEP for self-contained content classes, with the goal of having students move towards ICT after one calendar year to provide the least restrictive setting at all levels with appropriate modifications and scaffolds. These goals are reviewed by IEP team and ENL department for ELL-SWD students.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or 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 Dually 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.

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

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**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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> 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 QUALITY 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(u) of this Title. All programs must be provided during the school day.

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



\*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

### 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.
  - a. Targeted ELA and literacy support is provided to struggling ELLs through an after-school program that utilizes the Achieve3000 reading program and through extra tutoring sessions with certified TESOL teachers. A Spanish language study group and Arabic language study group additionally meet once per week for students to discuss content knowledge in their native languages. Math support is provided through after-school tutoring in conjunction with a math teacher as well as through the use of math-related Apps for iPad that support content development with little need for language. These supports supplement regular content instruction that is geared toward simultaneously developing language and content skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
  - a. The current program effectively meets the needs of our ELL population by providing a range of opportunities for extra language and content support through discipline studies in stand-alone classes that focus on building literacy, co-taught modifications and integrated literacy in content-courses, after-school literacy and tutoring, and in-school tutoring periods. Any student identified for Academic Intervention Services or any student who actively seeks extra help is scheduled into one of these various support options. An ENL curriculum responsive to student strengths and weaknesses additionally increases the effectiveness of the program.
12. What new programs or improvements will be considered for the upcoming school year?
  - a. New programs being considered for next year are a summer bridge program to transition newcomers and review key skills for struggling learners and an official after-school program run by a team of teachers that is one day for Achieve3000 and two days of tutoring from content-based teachers with ESL teacher small group tutoring. An intensive newcomer literacy support class for speakers of low-incidence languages and newcomer SIFE students is also being considered for next year.
  - b.
13. What programs/services for ELLs will be discontinued and why?
  - a. No programs or services are discontinued for SY 2015-16. Every year we continuously review data and determine based on student progress and feedback from students and parents.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
  - a. Like all KAPPA Scholars, ELLs are encouraged to participate in any school programs that interest them including a range of student organizations such as debate team or Spectrum Club (a Gay-Straight Alliance that has branched out into all areas of discrimination), campus-wide sports, and the International Baccalaureate Diploma program. Currently we have several ELLs with a full IB program while eleven additional students take IB classes in their areas of interest. Students in these advanced classes are invited to participate in the IB Scholar-to-Scholar after-school peer-tutoring program that operates independently of tutoring and supports so that they get additional help with the difficult content and language of these classes. Finally, ELL-SWDs receive SETSS or other services in accordance with the goals set forth in their IEP. ELLs are afforded equal access to all school programs- all students are invited to all after-school programs such as College Now and Mini-Meds
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.
  - a. Struggling readers and low-performing ELLs participate in stand-alone classes that teaches explicit literacy instruction and guidance using basic computer skills including how to use the internet as a research tool, keyboarding skills, and appropriately using the school email system to access the Google Drive resource. Core content areas use technology and differentiated scaffolded materials to support ELLs, including iPads for ST Math (through a grant that runs to end of 2016), home language supports for the newcomer cohorts of LE, Global and US as needed. Students who score at a second-grade reading level or below will be programmed for an Achieve3000 literacy-based class.
  - b.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
  - a. In Global, Algebra, and LE, students receive home language support fluidly and continuously.
  - b.
  - c. Native language support in our ENL program is provided through Spanish for Native Speakers courses as well as translated texts, native-language study groups, peer-to-peer native-language tutoring, and native language partners

during in-class work time. The latter is offered in both stand-alone ESL classes and content courses during group work time, especially for texts or content that is particularly difficult to grapple with. Native language glossaries and exams are additionally provided in some content area classes for beginning and newcomer ELLs as well as those who feel they may want to take Regents Exams in their native language.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
  - a. All high school ELLs receive literacy-focused instruction with relevant, age-appropriate content geared for high school students. Literacy and language targets are tailored according to Common-Core literacy standards and benchmarks. Texts are leveled according to Lexile levels as measured by the diagnostic Levelset from Achieve3000 and Performance Series, so the students read and write about the same subject/content and demonstrate mastery of the same learning targets with leveled texts.
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).
  - a. Because KAPPA was closed for renovations, there was no summer program for recent newcomers in 2015 beyond summer school housed at a partner location, East Bronx Academy. However, for next summer, we plan to host a summer bridge academy for one week for newcomers and invite parents for a parent ENL session and computer skills/resume writing course, as requested by several parents already.
19. What language electives are offered to ELLs?
  - a. Spanish and French.
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)?
  - e. n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Teachers of ELLs are going to on-going professional development. The team has attended one compliance PD during Spring 2015 and Sarah and Samantha attended one in August 2015 to prepare for the new CR-Part 154 changes. Ongoing instructional support based PD for the team is differentiated: During Fall 2015, Tammy Wang attends PD for SIFE-related topics. Sarah Van Etten attends STEM trainings. Samantha Heiderscheid attends CCELA for ELLs and grant-writing for ENL education.
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?

TESOL certified teachers improve their practice in part through participation in a variety of professional development opportunities offered through the New York City Department of Education, Teachers College (as part of the Teaching Residents at Teachers College continuing education program), and other independent conferences offered by NYCORE, Educators4Excellence, Urban Word, and other private and nonprofit institutions. The department has partnered up with several grant-funded organizations for further ENL-specific support: a TBE grant, CUNY-NYSIEB, Low-Literacy SIFE, and ST Math.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff of core content classes with newcomer ELLs are co-planning with ENL department, anywhere from one hour weekly to three to four hours weekly. Staff receive all ENL supports through shared resources and information via our school resource sharing platform, Google Drive.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The professional development plan for all teachers of ELLs includes: 60 minutes weekly of professional development time with grade teams and department teams after school. Each ENL teacher coplans with several teachers weekly during or after school. The ESL department share workshop session time to turnkey or develop strategies with staff during team and PD time. The ESL department assists the other teams with case studies, data analysis, shared best practices, and discipline-specific modifications during grade-team Instructional Support Team meeting. Professional development for all teachers include: Danielson, Mastery Collaborative PD, Advanced Personal and Behavior, Wallace Fellows, A2i with New Visions for Math and Science training with A2i with the STEM-ENL Teacher . Twice a year in the fall and spring, we go on a weekend retreat for a day and a half do intensive professional development in teams.

CALENDAR OF PD for the year: During PD Day 9/8 and 11/2: The ENL team worked on building scaffolding into lessons, using the SIOP lesson plan template, and unit planning. There is some collaborative team time built in during content department meetings for teachers to coplan with an ENL person (there's one in ELA, History, and Math/Science). The ENL teachers receive ELL-specific PD more than 50% of the time, and the rest receive at least 15% ELL-related training and support.

ENL Specific PDs: Heiderscheid attended CCELA Regents Writing On-Demand PD, and SVE attended STEM and SIFE-related PDs.

### C. Parental Involvement

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

The ENL department, over the school year, will call and schedule parent meetings (outside of parent orientation and parent teacher conferences) individually to discuss goals, language progress, language assessment results, and language –related needs in all content areas. The DOE Interpretation and Translation services can provide extra help as needed.

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

Records of annual individual meetings are kept hard copy in a binder in 409, with all other ELL files, as well as digitally updated in a tracker for clear department record keeping.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Specific workshop for parents of ELLs, targeting newcomer ELL parents include:

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

Another 1.5 hour workshop will focus on showing participants the process of the college search, application process, and financial aid, along with clarifying some of the college jargon. This workshop would require parents to bring their documents to school in order for staff to assist them with completion. This workshop will be twice a year led by the College Advisor, a Spanish bilingual teacher translator, and at least one of the ENL teachers.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? This will be a focus area during this school year.

5. How do you evaluate the needs of the parents?  
During individual conversations either bimonthly updates on the phone, in person meetings, surveys, or formal meetings.
6. How do your parental involvement activities address the needs of the parents?  
College and financial aid activities are items that were requested by parents, and being delivered through our College Advisor Veronica Quinn

#### 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:

School Name: KAPPA INTERNATIONAL		School DBN: <u>10x374</u>	
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)
Panorea Panagiosoulis	Principal		10/31/01
Andrew Clayman	Assistant Principal		10/31/01
Juan Caamano	Parent Coordinator		10/31/01
Samantha Heiderscheid	ENL Teacher		10/31/01
Angel Gil	Parent		10/31/01
Joseph Papa, ELA	Teacher/Subject Area		10/31/01
Sarah Van Etten, ENL	Teacher/Subject Area		10/31/01
	Coach		10/31/01
	Coach		10/31/01
Shelley Standish	School Counselor		10/31/01
	Superintendent		10/31/01
	Borough Field Support Center Staff Member		10/31/01
Michael Paulson	Other <u>Test Coordinator, Compliance Supervisor</u>		10/31/01
Tammy Wang	Other <u>ENL Teacher</u>		10/31/01
	Other		10/31/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **10x** School Name: **KAPPA International HS**  
Superintendent: **Elaine Lindsey**

### Before you begin, please check the following:

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

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

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

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

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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.

HLIS from Part 3, informal parent survey and interview, Parent Language Preference form from the DOE, Emergency contact blue cards

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

Spanish, Albanian, English, French, Bangladesh, Twi

### Part B: Creating a Communications Calendar

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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.)

College documents are translated in Spanish, phone calls and robocalls are bilingual from our bilingual Parent Coordinator, Parent Teacher Conference Announcements are translated and distributed two weeks or more before hand, NYS testing dates and school calendar are distributed in English and Spanish

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.

Parent Orientation for newly identified ELLs within first few days of identification, Parent Meet and Greet twice a year, Open House in October and November, Parent Teacher Conference in Fall and Spring, College Night in October, Financial Aid Night in early Spring. These formal events are staffed with teacher translators of French and Spanish, as well as Albanian and Twi as needed.

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

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

KAPPA International distributes translated written materials from a combination of sources including the translated materials provided by the New York City Department of Education, documents translated by the DOE translation services, and in-house and campus-wide school staff translation. The Principal, Social Worker, French and Spanish teachers, and school support staff are the primary translators of documents. Three school support staff members are bilingual, making them the primary contacts for Spanish-speaking families. In other situations, teacher-written documents for parents are translated using Google Translate. We will also use the templates and printables made available through the Translation and Interpretation Unit's intranet site.

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.

If we need languages beyond the capabilities of bilingual teacher and staff support, we will use over the phone interpreters. All meetings involving parents include the possibility for oral translation services as the Principal, Social Worker and several of other staff members speak both English and Spanish. Some teachers are also comfortable meeting with parents in Spanish. Several teachers in the school speak French and there are two staff members on the campus who speak Arabic. Student volunteers offer oral

interpretation services in languages such as Bengali, Arabic, and Soninke regarding conversations beyond conduct and achievement.

## Part D: Training Staff on Policies and Procedures

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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.)

The ENL Department works in conjunction with Parent Coordinator and other key stakeholders to ensure staff are aware of how to use translation services. We will schedule a meeting for teachers and support staff to assist them with translation services. Also, we will support staff with the

## Part E: Providing Notice of Language Assistance Services

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

### Checklist of Notification Requirements

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

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

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

## Part F: Monitoring and Quality Control

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

We will use a parent survey this year to gather feedback from parents about the quality and availability of services, available first at Parent Teacher Conferences and onward. The parents will also give feedback

during the annual individual parent meetings. The question feedback range will ask parents to rate from very helpful somewhat, to not helpful.