



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : KENNEDY-KING ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K219

PRINCIPAL: WINSOME GE. SMITH EMAIL: WSMITH4SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

SCHOOL LEADERSHIP TEAM MEMBERS

Name	Position and Constituent Group Represented	Signature
Winsome Smith	*Principal or Designee	
Ellen Mandelberger	*UFT Chapter Leader or Designee	
Tamika Mitchell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Randazzo	Member/Teacher	
Erika Jones	Member/Teacher	
Janette Paul	Member/Teacher	
Sheryl Prince	Member/Teacher	
Melissa Palmer	Member/Teacher	
Arianne Allen	Member/Parent	
Alisha Carthy	Member/Parent	
Brooke Frazier	Member/Parent	
Linda Garland	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, student achievement in ELA in grades K-5 will improve from 5% to 7% as measured by City/State test and DYO State assessments.

Comprehensive needs assessment

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

Our needs assessment was conducted by examining data provided through various sources. Data was collected from the School Report Card, City and State results, school-wide test results, interim assessment results, the Quality Review and the work of the Inquiry Team. Informal interviews with staff, parents and students were also conducted. Some barriers preventing the school's continued improvement include transient student population and parental involvement. For example, in grades 3-5 P.S. 219 received 97 new students in September 2010-June 2011. (As of November, 2011 we've received 40 new students.) Many of these students have poor comprehension skills and as such, do not do well on assessments. Even though parental involvement has increased significantly, there is still the need for parents to become involved in the academic progress of the children, for example, assisting with the completion of various projects. The information collected will be disseminated to the school community through parent meetings and newsletters, the School Leadership Team, grade and faculty conferences and newsletters, individual student conferences. A school wide survey was conducted to ascertain the areas of weakness in English Language Arts. Comprehension was highlighted by a vast majority of staff and became the focus of inquiry for the year. Additionally, the use of the results showed by previous records supported this. Each grade determined the skills on which to focus and the strategies to be employed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation

By June 2012, student achievement in English Language Arts in grades K-5 will improve 5-7% as measured by City/State tests, Common Core Learning Standards, and DYO assessments.

The following actions/strategies/activities will be implemented to accomplish the goal:

Instruction aligned with State and City standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, Writers' Workshop, project based learning and the completion of the reading of at least 25 books for the year with the required evidence of accomplishment using Novel Ties and other appropriate materials. The school will continue to provide rigorous and academic structure and one that is aligned with the Core Curriculum Standards.

Students in grades 1 & 2 will begin to prepare for aspects of the grade 3 State assessment focusing on metacognitive skills/strategies and the listening component. Students' needs and strengths (differentiation) will be a major factor in planning and implementation of lessons. Staff members responsible for the implementation include: classroom teachers, AIS teachers, one SETTS teacher and one ELL teacher.

Instruction aligned with State, City and Common Core Learning Standards will provide opportunities for social interaction, literary response and expression, critical response and evaluation and gathering information. Students will participate in Guided Reading instruction, project based learning and the completion of the

reading of at least 25 books for the year with the required evidence of accomplishment using Novel Ties and other appropriate materials. Additionally, students will complete weekly Current Events activities within the frame of the 5 W's. Students in grades 3-5 will participate in intensive test preparation.

Grades K-2

Mid Year Assessment (Jan/Feb)

Baseline and unit tests using the Reading Street program monthly records to determine reading levels.

Teacher Evaluation

Writing Samples (Monthly), including evidence of growth in writing as shown by increase in length of piece, language conventions, variety in genre, portfolio review, etc).

Grades 3-5 Fountas & Pinnell Running Records (bi-monthly) & DRA (Fall & Spring administrations)

State ELA test

Evidence of growth in reading fluency, vocal, range of genre and quality of reader response (evidence of accomplishment)

Project based activities

Portfolio Review

ITA & Predictive Assessments

DYO (November, January & March)

Grades K-5

Mid Year Assessment (Jan/Feb)

Teacher Evaluation

Evidence of students meeting the standard will be seen in quality and range of performances showing their creative and artistic abilities. These programs will be held once during Spring and once during Winter.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The school will continue to align curriculum to the School/City/State standards. Teachers will be encouraged to stay abreast of current educational practices. Various methodologies will be integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning.
- High quality and ongoing professional development, aligned with the State and City standards (see guide). The school provides high quality and ongoing professional development aligned with the state and City standards through Staff Development and Study Groups.
- Steps taken to include teachers in the decision making process regarding the use of academic assessments to evaluate the effectiveness of strategies/activities will include analysis of tasks and student products, generating of tasks that meet the Common Core Learning Standards, and the identification and purchasing of resources designed to support a rigorous curriculum.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School- Wide Program school, flexibility of funding streams support educational strategies that increase the quality of learning time. Title I, Academic Intervention Services, and English Language Learners each utilize the Pull-Out/Push-In Model of instruction in all classes that are serviced. Additional programs such as “Respect for All” help to successfully build a school environment which encourages effective partnerships between the school, parents and community support systems.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The dates of implementation are September 2011-June 2012.

5 days per week

120 minutes Literacy Block

Tax Levy teachers

1 CTT class

2 SETTS teachers

1 ELL teacher

2 Speech Teachers

1 Music Cluster Teacher – Tax Levy

Residencies – (Opera, Violin, Theatre & Dance) Pending Funding

1 Art teacher – Tax Levy

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

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

MATHEMATICS

By June 2012, student achievement in Mathematics in Grades K-5 will improve by 5-7% as measured by Envisions Mathematics, End of Year Assessment, and City/State Assessments.

Comprehensive needs assessment

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

Our needs assessment was conducted by examining data provided through various sources. Data was collected from the School Report Card, City and State results, school-wide test results, interim assessment results, the Quality Review and the work of the Inquiry Team. Informal interviews with staff, parents and students were also conducted. Some barriers preventing the school's continued improvement include transient student population and parental involvement. For example, in grades 3-5 P.S. 219 received 97 new students in September 2010-June 2011. (As of November, 2011 we've received 40 new students.) Many of these students have poor comprehension skills and as such, do not do well on assessments. Even though parental involvement has increased significantly, there is still the need for parents to become involved in the academic progress of the children, for example, assisting with the completion of various projects. The information collected will be disseminated to the school community through parent meetings and newsletters, the School Leadership Team, grade and faculty conferences and newsletters, individual student conferences. A school wide survey was conducted to ascertain the areas of weakness in Mathematics. Mathematics comprehension was highlighted by a vast majority of staff and became the focus of inquiry for the year. Additionally, the use of the results showed by previous records supported this. Each grade determined the skills on which to focus and the strategies to be employed.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation

Instruction in **K-2** is aligned with state, city and core curriculum learning standards and will provide opportunities for social interaction, questioning and drawing conclusions. Students will participate in guided math instruction. Staff members are trained in **Envision Math** curriculum. Students will participate in math

competitions, generate problems for peers to solve, play games to reinforce concepts taught, use manipulative materials and technologies to explore patterns and shapes and use logical reasoning to reach conclusions. Rubrics will be applied to performance tasks, and students will maintain mathematics journals. Classes will be responsible for completion of 2 mathematics bulletin boards during the course of the school year. Opportunities will be provided for social interaction by having students engage in Accountable Talk. Administrators and Parent Coordinator in consultation with PTA President will develop a plan for home/school sharing of ideas.

Instruction in grades **3-5** is aligned with state and city standards will provide opportunities for social interaction, questioning and drawing conclusion. Students will participate in guided math instruction. Staff has been trained in **Envision Mathematics** curriculum. All students will complete DOE generated performance tasks.

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- 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 assistance to parents in understanding City, State, Federal, and Common Core Learning standards and assessments.
- Share in information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Maintain a Parent Coordinator to serve as liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parent each month and file a report with the central office.
- Conduct parent workshops with topics that include; parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, assessing 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, Progress Report, Quality Review Report, Learning Environment Survey Report.

Strategies for attracting Highly Qualified Teachers (HQT)

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- The school will continue to align curriculum to the School/City/State/Common Core Learning standards. Teachers will be encouraged to stay abreast with current educational practices. Various methodologies will be integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning.
- High quality and ongoing professional development, aligned with the State and City standards (see guide). The school provides high quality and ongoing professional development aligned with state and City standards through Staff Development and Study Groups.
- Steps taken to include teachers in the decision making process regarding the use of academic assessments to evaluate the effectiveness of strategies/activities will include analysis of tasks and student products, generating tasks that meet the Common Core Learning Standards, and the identification and purchasing of resources designed to support a rigorous curriculum.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- As a Title I School- Wide Program school, flexibility of funding streams support educational strategies that increase the quality of learning time. Title I, Academic Intervention Services, and English Language Learners each utilize the Pull-Out/Push-In Model of instruction in all classes that are serviced. Additional programs such as “Respect for All” help to successfully build a school environment which encourages effective partnerships between the school, parents and community support systems.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The dates of implementation are September 2011-June 2012.

5 days per week

120 minutes Literacy Block

Tax Levy teachers

1 CTT classes

2 SETTS teachers

1 ELL teacher

2 Speech Teachers

1 Music Cluster Teacher – Tax Levy

Residencies – (Opera, Violin, Theatre & Dance) Pending Funding

1 Art teacher – Tax Levy

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

PARENTAL INVOLVEMENT

By June 2012, parent participation in school related activities will increase by 5% as measured by increase in attendance at Parent Association meetings, Meet the teacher night, Parent workshops, Parent/Teacher conferences, Parent Advisory Committee meetings, monthly Publishing Parties, School trips, Parent/Teacher Team Meetings, and related activities.

Comprehensive needs assessment

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

- Comprehensive needs assessment was conducted by examining data provided through various sources.
- Parental involvement was gauged through the lens of workshops, regularly scheduled parent and school meetings, school events and access to materials and resources. Even though all the above indicates a rise in parental involvement, there is a need for increased involvement. The end goal is to have every parent/guardian becoming involved in their children's academic lives.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
- Every effort will be made to involve parents through regular home/school communications, newsletters, teacher notes, bulletin boards, outside postings of meeting notices, Parent Pen Pal letter, and a school wide website. Workshops and activities include:
- Training and professional development for parents and staff
- Regularly scheduled parent and school meetings such as, SLT, Annual title I Parent Meeting, Title I Parent Committee, and PTA.
- School events (curriculum nights, parent-teacher conferences)
- Access to materials and resources made available to parents for in-school and/or at home use to support their children's learning and monitor student progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language

parents understand.

- The Special Education Dept. has established a Parent Room where parents will meet for workshops, work related and social activities.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As a Title I School- Wide Program school, flexibility of funding streams support educational strategies that increase the quality of learning time. Title I, Academic Intervention Services, and English Language Learners each utilize the Pull-Out/Push-In Model of instruction in all classes that are serviced. Additional programs such as Respect for All help to successfully build a school environment which encourages effective partnerships between the school, parents and community support systems.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The dates of implementation are September 2011-June 2012.

September 2011-June 2012
SLT – Title I
Parent Coordinator Tax Levy
PAC Committee

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	30		4	
1	25	25	N/A	N/A	30		3	5
2	20	20	N/A	N/A	30	0	4	1
3	18	25	N/A	N/A	25	0	4	3
4	20	25	20	20	35	0	3	1
5	10	30	20	20	35	0	3	1
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	3 times per week. Students are pulled out 2-3 times weekly for 45 minutes.(Tier II) One full time Push-in teacher works with Grade 3 students. Classroom teachers (Tier I) work with students during the A.I.S. learning block using Foundations for grades K-2 and Kaplan for grades 3-5. Cluster teachers work with small groups of students during the A.I.S. Block daily. Inquiry Team work has been expanded to include work with AT RISK students. A computer program provides differentiated instruction for students.
Mathematics	Envision Math Program is augmented by use of manipulatives and activities to support standards driven lessons. Kaplan Foundations (focus in content area math) Write Math – Focus on writing steps needed for problem solving.
Science	Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Science
Social Studies	Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Social Studies/Science.
At-risk Services provided by the Guidance Counselor	At-Risk services include: Time orientation, organizational skills, communication skills, goal setting, problem solving, improving social skills in cooperation with academic strategies all geared towards improving school behaviors (September 2011-June 2012).
At-risk Services provided by the School Psychologist	School Psychologist works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students. Guidance counselors provide services for mandated students. 1-2 times weekly, as per their IEP's and on an as needed basis for other students.
At-risk Services provided by the Social Worker	School Social Worker works with SST and classroom teachers to identify at risk students provide evaluative services, and professional development to assist teachers in working more effectively with At-Risk students.

At-risk Health-related Services

PT & OT services are provided to students during the course of the school day. Children who need help with developmental delays, behavioral disorders, difficulty with gross and fine motor skills are seen individually 1-2 times weekly.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

- d) providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- e) 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;
- f) fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- g) providing assistance to parents in understanding City, State and Federal standards and assessments;
- h) sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- i) providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Committee (PAC), 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/classwork 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 18	Borough Brooklyn	School Number 219
School Name Kennedy-King Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Winsome G. Smith	Assistant Principal Patricia Sabater
Coach N/A	Coach N/A
ESL Teacher Augusta Ahmad	Guidance Counselor Marva Alfred
Teacher/Subject Area Dr. Anthony Lucas	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Anthony Gordon
Related Service Provider Kayn Hall	Other N/A
Network Leader Dr. Sumita Kaufhold	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	675	Total Number of ELLs	48	ELLs as share of total student population (%)	7.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a) HLIS is given to the parents upon registration in their home language by the Pupil Accounting secretary. If the parent indicates that the home language is other than english, the ELL teacher is given the survey results that indicate if the child is eligible for LAB-R administration. The LAB-R is given to students within 10 days. Results are given to the parents via a notification letter.

1b) Ms. Augusta Ahmad - ELL teacher is responsible for conducting the initial screening and administering the HLIS and the LAB-R if necessary.

1c) The result of each modality is reviewed and emphasis will be placed on the lowest scoring modality (reading/writing or listening/speaking) for each student.

2a) Letters are sent to parents in their native language and they have the option to choose which program they want for their child to participate in.

3a) Entitlement letters are sent home via students. The homeroom teacher collects the letters and submits them to the ELL teacher.

4) Upon review of entitlement letters, the students are placed in the ESL program. Parents are informed of the bilingual programs that are available and that we offer only ESL program at P.S. 219.

5a) Based on responses. Parents chose ESL prgram in 2010-2011. 100% of parents chose ESL. In 2011-2012, 100% of parents chose the ESL program. These numbers are based on responses in the entitlement letters.

6a) Parents are informed that P.S. 219 offers only the ESL program and that all the bilingual programs are available in other schools in our area.

6b) Parents of ELL students are informed of where their choice of programs are available.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	8	8	8	7	4	13								48
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	8	8	8	7	4	13	0	0	0	0	0	0	0	48

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL		0	1		0	1		0	1	0
Total	0	0	1	0	0	1	0	0	1	0

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a) The organization model used by the ESL teacher at P.S. 219 is Pull-Out.

2a) As mandated C-R154 all ELL students in the beginning and intermediate levels receive 360 min. of ESL instruction per week. ELL students in the advanced level receive 180 min. of instruction per week.

1b) The grouping model for ELLs is heterogenous to allow mandated schedule to function. The groups are also ungraded.

A. Programming and Scheduling Information

- 2b) P.S. 219 follows the Chancellor's Reg. C-R154. the Learning Standards for ELA and ESL serve as a basis for the ESL curriculum. The ESL program is composed of two components. A Language Arts instructional component and a Content Area instructional component. Instruction focuses on the culture of the ELL students. This instruction also promotes literacy skills for ELLs when taking content area assessments.
- 3) The ESL curriculum is aligned with the ELA standards throughout the lessons. When teaching content area of Math, the teacher used manipulative charts and the necessary utensils to provide the necessary instruction for all students within their differentiated instruction. For Science and Social Studies, teacher uses different posters, photograph, objects, music and all materials that will help students with hands-on activities beside providing contextualized vocabulary for each area pertaining to the lesson.
- 4) The NYS Tests are given to the students in their native language (Math & Science) only if the child has been in the NYC school system for approximately one year.
- 5) Students are exposed to enriched literature environment, administer differentiated instruction and test preparation
- 5a) P.S. 219 does not have SIFE students.
- 5b) Students are placed in a Pull-Out program where the ELL teacher teaches in small groups and administer differentiated instruction and test preparation.
- 5c) We continue servicing students by emphasizing their weakest modality to ensure they do well in their academic development as well as tests.
- 6) LEAP Frog library is available along with abundant content-area library in the ESL classroom. ELLs are encouraged to bring their own Math & Science workbook to the ESL classroom for assistance.
7. Some of our ELL students participate in our school's Extended Day program. We do not house any SWDs at P.S. 219.

Courses Taught in Languages Other than English ⓘ

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

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

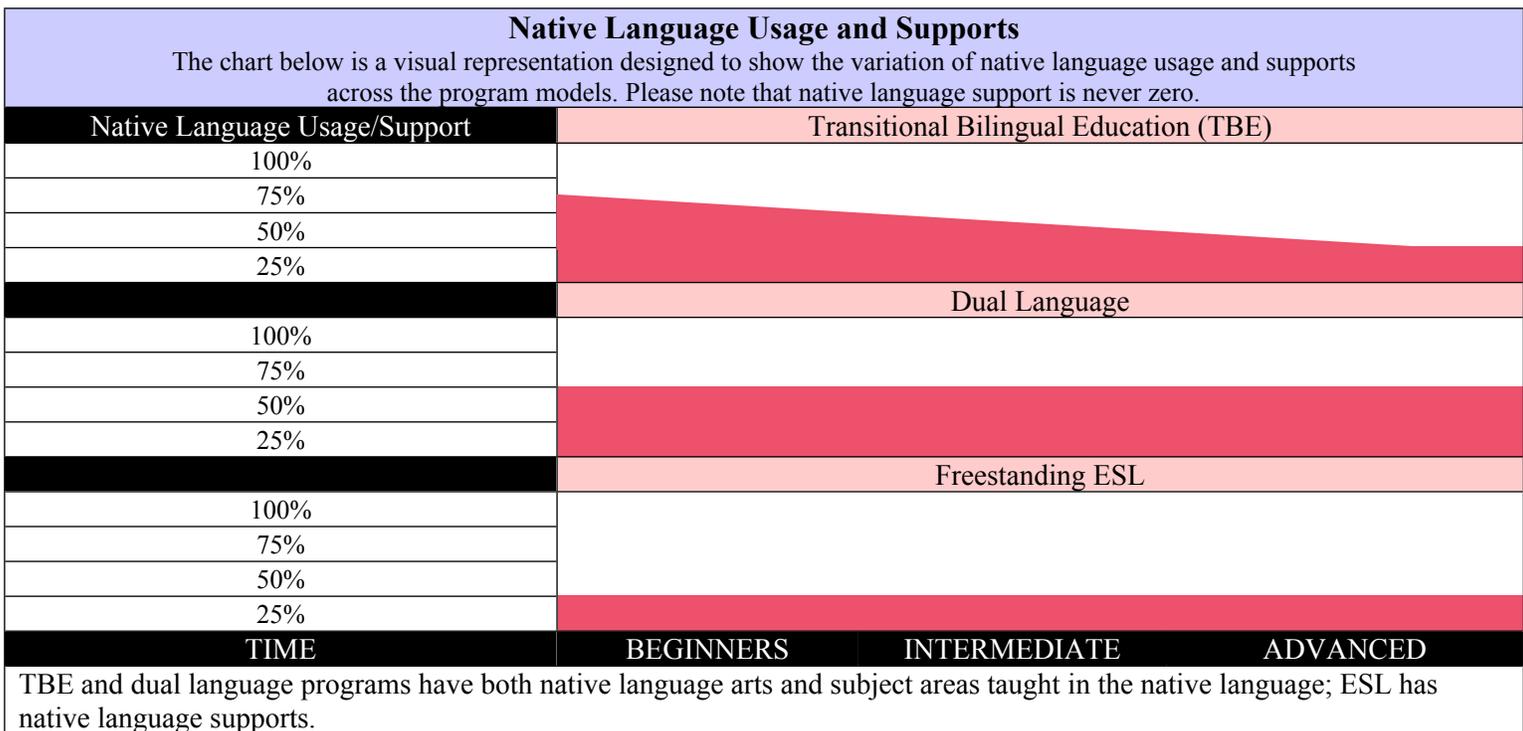
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) AIS is provided to each ELL student 5 days per week during the first period. The ESL teacher provides AIS to a homogenous group of ELLs as needed. Math and other content areas are offered to ELLs in their classroom as well as in the ESL classroom.

9) Transitional support is provided for ELLs who passed the NYSESLAT but still need extra assistance encountering mainstream.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

- 8) AIS is provided to each ELL student 5 days per week during the first period. The ESL teacher provides AIS to a homogenous group of ELLs as needed. Math and other content areas are offered to ELLs in their classroom as well as in the ESL classroom.
- 9) Transitional support is provided for ELLs who passed the NYSESLAT but still need extra assistance encountering mainstream.
- 10) Books or CDs in various reading levels have been ordered. No further programs will be available at this time due to budget constraints.
- 11) The Science program has been discontinued due to budget cuts, however, all ELL students continue to receive Science instruction in the regular classroom and the ESL classroom.
- 12a) ELL students have access to all school programs that include literary activities such as musical presentations and plays where they take active roles along with their peers. No further programs are available at P.S. 219 at this time.
- 12b) Funds are not available for ESL after school program. However, parents of ELL students are encouraged to register their children in the general after school program offered at P.S. 219.
- 13a) The ESL classroom is equipped with technology software that ELL students have access to, allowing them to research projects. Many dictionaries are made available in students' native languages. Some dictionaries are pictorial.
- 13b) Material used in content areas such as manipulatives, pictures, posters, maps and pertaining libraries are available at the ESL classroom. ELL students are exposed to tactual and visual materials to enable contextualization of the subject that takes place through hands-on activities.
- 14a) P.S. 219 does not have a Dual ESL program.
- 15) P.S. 219 offers AIS to all ELLs regardless of age or grade level. All ELL students participate in activities in the computer center along with their entire class.
- 16) P.S. 219 does not have any program available at this time.
- 17) P.S. 219 offers Italian and Spanish to all students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 219 does not offer a dual language program.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) Professional Development Programs are not available this year due to lack of funds for classroom teachers who work with English Language Learners. However, the resident ELL teacher articulates with classroom teachers and other service providers regarding students' progress and strategies that may be transferred from the ELL classroom to the regular classroom.
This articulation continues during data conferences and grade meetings.

- 2) The ESL teacher supplies staff with test results and NYSESLAT reports to help in the transition.
- 3) Due to budget constraints, P.S. 219 presently does not have ELL training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) For 2011-2012 school year, parents of ELL students who are newly identified will be invited to attend the parent orientation session where they were able to get valuable information about the ESL program. They view a videotape in their home languages. Parents will learn about the procedures to follow for placement in the ESL program. They also learned that in the beginning of the school year, the ESL teacher identifies the ESL students by checking their Home Language identification survey (HLIS) forms, and that the LAB-R has to be administered. The LAB-R scores determine the level of English proficiency of the students. They are grouped according to their ages and levels. The school provides assistance to parents with homework from teachers. P.S. 219 has created a Parent Resource Room where parents of ELLs come once a week to learn how to best help their children academically. There are books in Spanish and we are working on getting books in other languages as well.

P.S. 219 enlists the help of staff members who speak the various languages in translating documents, letters, etc. During Parent/Teacher Conferences some staff members are available to translate for parents as well.

- 2) P.S. 219 does not partner with other agencies at this time.
- 3) Letter, documents, etc. is translated and sent home to the ELL family members in their home language.
- 4) Parents are invited on school trips, activities and PTA meeting attendance where verbal translation is provided.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	4	1	5	0	4								18
Intermediate(I)	0	1	0	1	0	2								4
Advanced (A)	5	3	7	1	4	5								25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	9	8	8	7	4	11	0	0	0	0	0	0	0	47

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	1	2	0							
	I	1	1	1	0	4	0							
	A	2	4	5	3	1	1							
	P	3	1	1	1	5	0							
READING/ WRITING	B	1	1	13	0	0	0							
	I	1	1	1	1	1	0							
	A	3	4	2	5	5	1							
	P	3	4	2	5	5	1							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		2				4
4			1		3				4
5	1		5		5				11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Part VI: LAP Assurances

School Name: K219

School DBN: 18K219

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winsome G. Smith	Principal		10/26/11
Patricia Sabater	Assistant Principal		10/26/11
Anthony Gordon	Parent Coordinator		10/26/11
Augusta Ahmad	ESL Teacher		10/26/11
	Parent		
Anthony Lucas	Teacher/Subject Area		10/26/11
Brian Goldsmith	Teacher/Subject Area		10/26/11
	Coach		
	Coach		
Gladys Freeman	Guidance Counselor		10/26/11
Sumita Kaufhold	Network Leader		10/26/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **18K219** School Name: **KENNEDY-KING ELEMENTARY SCHOOL**

Cluster: _____ Network: **CFN108**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Each parent upon student admission completes a NYC Department of Education Parent/Guardian Home Language Identification Survey. When student is registered and parent information is in ATS. This information is also entered on emergency blue cards which are maintained by the pupil accounting secretary and the classroom teacher. We specify the parent's written and oral language. 54 parents and students speak languages other than English. The languages written/spoken are Haitian Creole (24, Spanish (24, Arabic (6). Findings are shared to the school community through emergency blue contact cards, teacher articulation. Parents are made aware of this via communication prior to parent meetings, where an oral interpreters are present.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

12.75% of the school community is in need of written translation and oral interpretation needs. Parents were made aware of these findings at PTA Meetings, PAC Meetings and workshops conducted by the Parent Coordinator and Administrative Staff. Each parent upon student admission completes a NYC Department of Education Parent/Guardian Home Language Identification Survey. When student is registered and parent information is in ATS. This information is also entered on emergency blue cards which are maintained by the pupil accounting secretary and the classroom teacher. We specify the parent's written and oral language. 54 parents and students speak languages other than English. The languages written/spoken are Haitian Creole (24, Spanish (24, Arabic (6). Findings are shared to the school community through emergency blue contact cards, teacher articulation. Parents are made aware of this via communication prior to parent meetings, where an oral interpreters are present.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parents are provided with Parent Bill of Rights and Responsibilities regarding written translation. School provides written translation signs in Spanish, Haitian Creole, and Arabic. School staff members and parent volunteers aide parents with written and oral translation on a timely basis. When parent meetings are scheduled, the appropriate interpreter is summoned to the meeting. Again, in-house school staff, parent volunteers provide these services. In addition, Interpretation services are provided for the hearing impaired via phone service.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School will provide oral interpretation services for workshops, conferences, parent meetings by in-house school staff (teacher, para professional and school aide).

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

Parents whose primary language is a covered language and who will require language assistance services with a copy of the Bill of Parents rights and responsibilities regarding translation and interpretation services. Signs will be placed in prominent areas in covered languages indicating the availability of interpretation services. Schol Safety Plan will indicate point person for parents who need language access services. Parents will be apprized of the Department Website that will provide information in each of the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: KENNEDY KING ELEMENTARY	DBN: 18K219
Cluster Leader: Corinne Rello Anselmi	Network Leader: SUMITA KAUFHOLD
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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:

Rationale: Support English Language Learners (ELL) in grades 2-5 and to increase the number of ELL students passing the NYSESLAT assessments.

Subgroups targeted: ELL students in grades 2-5 who failed previous exams.

Schedule & duration: Tuesday, Thursday - 3:15 - 5:15 p.m.

Language Instruction: English

Number of Teachers: 1 ESL certified teacher

Types of Materials: Sentence strips, matching or captions to illustrate, flashcards to reinforce vocabulary, sight word recognition and sentence building. Using cloze procedure that could serve as reinforcement and/or assessment of learned vocabulary, function words, verbs or other structures.

Learning activities:

Leapfrog Pad - a computer based program allows the ESL students to develop literacy, & vocabulary comprehension. Test preparation for NYSESLAT and the NYS ELA & Math exams.

Fountas & Pinnell - The Fountas & Pinnell Guided Reading links assessment to instruction along the continuum of Literacy learning. The one-on-one assessment will measure individual reading levels and Benchmarks.

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:

Rationale: To provide P.D. to ESL teacher and General Ed. teachers that come in contact with ELL students.

Teachers to receive training: Teachers to receive training during teacher team meetings twice weekly, & grade conferences and select monthly faculty conferences.

Training: September to June - Monthly Cluster Confernces (45 minutes each). Brooklyn Queens Day - 7 hours - Topic Covered - Common Core Standards for all students including ELL and Special Education.

Topics covered: Math & English, Common Core Standards for ELL students.

Name of provider: Tanya Bates Howell - CFN Coach, Augusta Ahmad, Licensed ESL teacher

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: To increase parental participation in ELL students' learning

Schedule & duration: Monthly PTA meetings: March 20, 2012, April 17, 2012, May 8, 2012, 6:30-8:00pm) Parent/Teacher Conference - March 14, 2012 (afternoon & evening). 1:10-3:10 & 6:00-8:30 pm)

Topics to be covered: NYSESLAT exam, supporting ELL students with homework and the importance of vocabulary.

Name of provider: Augusta Ahmad, ESL teacher, Patricia Sabater, A.P.

How parents will be notified of activities: Parents will be invited to attend workshops offered at various times in Family Literacy, Technology programs, These workshops will be scheduled after school. Parents are notified via school messenger, e-mail, letters (translated in their native language) monthly calendars, school website.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		