



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: KENNEDY KING ELEMENTARY SCHOOL

DBN (i.e. 01M001): 18K219

Principal: WINSOME G. SMITH

Principal Email: WSMITH4@SCHOOLS.NYC.GOV

Superintendent: BEVERLY WILKINS

Network Leader: LISA PILASKI

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Winsome G. Smith	*Principal or Designee	
Ellen Mandelberger	*UFT Chapter Leader or Designee	
Sophia Taylor	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Donancia Thorne	Member/ Teacher	
Eurene Lewis	Member/ Para Professional	
Michael Jacobs	Member/ Teacher	
Phylicita Walker	Member/ Teacher	
Nicole Ragland	Member/ Parent	
Shondall Alphonso	Member/ Parent	
Octavia Harrison	Member/ Parent	
Aleshia Carthy	Member/ Parent	
Esmoral Gibbs	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, there will be an increase in student proficiency as evidenced by performance on local and state assessments of students in grades K – 5.

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 and analyzed from the DOE Progress Report, Quality Review, Interim Assessments, Inquiry Teams, NYS Exams and Fountas and Pinnell Levels. 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 approximately 256 new students since September 2012-June 2013. 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, and individual student conferences.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School community will review evidence of growth in reading fluency, vocal, range of genre and quality of reader response based on levels of test complexity. Additionally, portfolios will be reviewed for work reflecting academic rigor along with project based activities and interim assessment results. This will be done at grade levels and school -wide to generate pattern and trends.
2. Selected students will attend afterschool instruction in ELA & Math. Focus will be on test preparation.

B. Key personnel and other resources used to implement each strategy/activity

Classroom, cluster teachers, and support staff will meet in Inquiry teams to analyze the above. Identified students will receive A.I.S. services, and afterschool services in the identified subject areas. Some budget categories that will be used to support these endeavors include Title 1, Title 3, TL ELA/Math Student Support and TL Fair Student Funding.

Selected students will attend afterschool instruction in ELA & Math. Focus will be on test preparation.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Interim assessments will be given as per pacing calendar and citywide interim assessments schedule. The task will be reviewed, measured against rubrics and reflection protocols developed for both staff and students. Results will be broken down into concepts/components and grafted to depict class and grade-wide trends. Online assessments will be implemented through Teachability.
2. Students will be administered a pre and a post test to determine overall progress. Teachers will examine students' work (formative) and provide feedback and next steps for students.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. February 2014 - March 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Current programming allows for each grade to have a common prep each day in addition to meeting on Thursdays after students are dismissed. Teachers review students' work, surface gaps and determine steps.
2. Selected students in grades 3 – 5 will engage in afterschool in ELA & Math. They will attend twice a week for (2 hours) for a total of six weeks.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- 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 and Federal 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 #2

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

By June 2014, there will be an increase in student proficiency as evidenced by performance on state and local assessments of students in grades K - 5

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 and analyzed from the DOE Progress Report, Quality Review, Interim Assessments, Inquiry Teams and NYS Exams. 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 approximately 256 new students since September 2012-June 2013. 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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School community will review evidence of growth in math fluency, use of mathematical explanations, ability to employ multiple strategies to solve math problems. Additionally, portfolios will be reviewed for work reflecting academic rigor along with project based activities and interim assessment results. This will be done at grade levels and school -wide to generate pattern and trends.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom, cluster teachers, and support staff will meet in Inquiry teams to analyze the above. Identified students will receive A.I.S. services, and afterschool services in the identified subject areas. Some budget categories that will be used to support these endeavors include Title 1, Title 3, TL ELA/Math Student Support and TL Fair Student Funding.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Interim assessments will be given as per pacing calendar and citywide interim assessments schedule. The task will be reviewed, measured against rubrics and reflection protocols developed for both staff and students. Results will be broken down into concepts/components and grafted to depict class and grade-wide trends. Online assessments will be utilized through "Think Central."

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Current programming allows for each grade to have a common prep each day in addition to meeting on Thursdays after students are dismissed.
2. Blocks of instruction in Math daily.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Providing assistance to parents in understanding City, State and Federal 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

GENERAL EDUCATION, ELL, & SPECIAL EDUCATION TEACHERS

By June 2014, all teachers will receive targeted professional development using Danielson Framework throughout the year based on goals set with the school leader.

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 the examination of 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, the work of the Inquiry Team, walkthroughs, observations, both formal and informal. 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 approximately 256 new students since September 2012-June 2013. 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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Individualized Professional Development Plans are created collaboratively with teachers and school leaders based on the needs of teachers and school wide goals at the beginning of the year through the Individual Professional Conferences (Advance).
2. Professional Development Workshops – Pearson & Houghton Mifflin (ReadyGen & Go Math).
3. Short frequent cycles of observations.
4. Implementation of Inquiry Team
 - a) Children's Work
 - b) Teacher Pedagogy

B. Key personnel and other resources used to implement each strategy/activity

1. Key Personnel include Administration, Teachers, Network Staff, Achievement Coaches. Pearson Houghton Mifflin - Professional Developers. Resources include Quality Review Rubrics and Expectations, Danielson Framework, Citywide Instructional Expectations (2014) and UDL.
2. Key Personnel include Administration, Teachers, Network Staff, Achievement Coaches. Pearson Houghton Mifflin - Professional Developers. Resources include Quality Review Rubrics and Expectations, Danielson Framework, Citywide Instructional Expectations (2014) and UDL.
3. Key Personnel include Administration, Teachers, Network Staff, Achievement Coaches. Pearson Houghton Mifflin - Professional Developers. Resources include Quality Review Rubrics and Expectations, Danielson Framework, Citywide Instructional Expectations (2014) and UDL.
4. Key Personnel include Administration, Teachers, Network Staff, Achievement Coaches. Pearson Houghton Mifflin - Professional Developers. Resources include Quality Review Rubrics and Expectations, Danielson Framework, Citywide Instructional Expectations (2014) and UDL.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Walkthroughs, Observations, Teacher Feedback.
2. Walkthroughs, Observations, Lesson Implementation, Student Outcome.
3. Growth as shown in Danielson's 22 components.
4. Inquiry Team Agendas, Data – Reflection Journals (Teacher & Student). Designing curriculum and assessments based on findings.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Core approved programs, ReadyGen & Go Math. State approved Science and Social Studies curricula are used. Teachers have common preps daily and meet for Inquiry on Thursdays afternoon. East staff member has a D.O.E. laptop which allows them to access professional development sessions online in addition to providing easy access to professional documents such as Danielson Framework.
2. Common Core approved programs, ReadyGen & Go Math. State approved Science and Social Studies curricula are used. Teachers have common preps daily and

meet for Inquiry on Thursdays afternoon. East staff member has a D.O.E. laptop which allows them to access professional development sessions online in addition to providing easy access to professional documents such as Danielson Framework.

3. Common Core approved programs, ReadyGen & Go Math. State approved Science and Social Studies curricula are used. Teachers have common preps daily and meet for Inquiry on Thursdays afternoon. East staff member has a D.O.E. laptop which allows them to access professional development sessions online in addition to providing easy access to professional documents such as Danielson Framework.
4. providing easy access to professional documents such as Danielson Framework.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Classroom teachers, (Tier I) work with students during the A.I.S. learning block using Foundations for grades K-2. Cluster teachers work with small groups of students during the Extended Day block daily. Inquiry Team work has been expanded to include work with AT RISK students.</p> <p>Ready NY(3-5) with focus on unlocking the text. Also done during the extended day program. The program enlists small group instruction, decoded reading, comprehension, and writing strategies.</p>	<p>Small Group instruction with differentiated activities.</p>	<p>Selected ELL students attend extended day program weekly for 45 minutes 3 times weekly in grades K-5.</p> <p>Classroom teachers, (Tier I) work with students during the A.I.S. learning block using Foundations for grades K-2 2x weekly. Cluster teachers work with small groups of students during the Extended Day block daily. Inquiry Team work has been expanded to include work with AT RISK students</p>
Mathematics	<p>Small groups using interactive boards. Work strategically on Math problems in Go Math and Think Central.</p>	<p>The Go Math Program is augmented by use of manipulatives and activities to support standards driven lessons. Foundations (focus in content area math) Performance Based Assessment – Focus on writing steps needed for problem solving.</p>	<p>Services are provided 2x weekly.</p>
Science	<p>Students work in stations (small group) and work on hypothesis for Science experiments.</p>	<p>Common Core 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.</p>	<p>During the school day</p>
Social Studies	<p>During AIS students work on methods of</p>	<p>Theme based instruction aligned with</p>	<p>During the school day</p>

	resources and organization of materials for research projects.	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 (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor, SST Team provides interventions to students and professional development to teachers.	<p>At-Risk services include: Time orientation, organizational skills, communication skills, goal setting, problem solving, and improvement of social skills in cooperation of academic strategies all geared towards improving school behaviors.</p> <p>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.</p> <p>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.</p>	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
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

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • 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.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school will follow closely the Schools Allocation Memorandum to ensure that funds are directed to meet the intent and purpose of various programs. "Lines" are created in the budget and frequent checks are conducted to ensure compliance.

SWP Schools Only

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.).
At the end of the current school year, potentially interested parents/families are invited to an orientation by administration, classroom teachers, social and family workers to assist with the transition from Pre-K to Kindergarten. The Pre-K classes visit Kindergarten classrooms. Some students get the opportunity to meet their new teachers for the upcoming school year. At this time, parents/families are introduced to the new curriculum and provided with materials, such as "A Parent's Guide to Kindergarten to acquaint them with expectations. The same is done for potential Pre-K students.

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.
A MoSL team was assembled at the end of the 2012-2013 school year to begin the work of determining assessments to be used by the school. Teachers and administrators attended summer sessions geared to assist in the process. In September the team met and continued to give study to the task at hand with input from the staff. The final decision arrived at was shared with the staff at a faculty conference. Inquiry team and grade meetings provide other forums for staff to determine the appropriate assessments to be used for students at various times

TA Schools Only

Use of Program Resources

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

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).

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:

- 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 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 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 CEP. 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

District 18	Borough Brooklyn	School Number 219
School Name Kennedy/King Elementary		

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 ESL teacher, and one parent.

Principal Winsome G. Smith	Assistant Principal Patricia Sabater
Coach N/A	Coach N/A
ESL Teacher Augusta E. Ahmad	Guidance Counselor Gladys Freeman
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Anthony Gordon
Related Service Provider Kayan Hall	Other N/A
Network Leader(Only if working with the LAP team) William Menekas	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	532	Total number of ELLs	35	ELLs as share of total student population (%)	6.58%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	5	6	9	2	6	7	0							35
SELECT ONE														0
Total	5	6	9	2	6	7	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	12	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	23			12			0			35
Total	23	0	0	12	0	0	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	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	3	6	9	1	0	2								21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								4
Haitian	0	1	1		1									3
French	2	1	2	0	0	2								7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	9	12	2	2	5	0	0	0	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

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

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)	0	1	1	0	2	2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	1	4	2	2	3								14
Advanced (A)	3	4	4		2	2								15
Total	5	6	9	2	6	7	0	0	0	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	1	0	4
4	0	1	2	0	3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	3	0	1				6
4	2	1	2	0	0				5
5	1	1	2	0	0				4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	2						6
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Informal assessment tools are used to assess early literacy at P.S.219. Both, the classroom teachers and our ESL teacher allow themselves to track the ongoing progress of their students regularly and often. The use of TCRWP- test results allow them to track continual snapshots of students' literacy levels throughout the school year. By using specific- informal assessment data, our ESL teacher and the classroom teacher of ELLs are able to identify students' specific problem area, adapt instruction and work in a collaborative manner to promote students' academic growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most likely the data on testing modalities of the NYSESLAT show that the majority of ELLs first reach to a high -level of proficiency on the listening and speaking portions of the test. Research results indicate that this pattern is normal in comparison with native English speakers. Patterns across proficiencies and grades indicate that ELLs who have scored as advanced in the LAB- R most likely do well in the NYSESLAT modalities of reading and writing, probably because they are equipped with a strong background in their native language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The classroom teachers and our ESL teacher use the results of the Periodic Assessment as a guideline for individual-differentiated instructional plan for ELLs. At this time the scores indicate that a couple of ELLs in grade 4- are not very fluent readers and writers in their native language, although they do not follow in the category of SIFE.

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

Most likely the data on testing modalities of the NYSESLAT show that the majority of ELLs first reach to a high -level of proficiency on the listening and speaking portions of the test. Research results indicate that this pattern is normal in comparison with native English speakers. Patterns across proficiencies and grades indicate that ELLs who have scored as advanced in the LAB- R most likely do well in the NYSESLAT modalities of reading and writing, probably because they are equipped with a strong background in their native language. The classroom teachers and our ESL teacher use the results of the Periodic Assessment as a guideline for individual-differentiated instructional plan for ELLs. At this time the scores indicate that a couple of ELLs in grade 4- are not very fluent readers and writers in their native language, although they do not follow in the category of SIFE.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school utilizes the data to identify student's Language Proficiency levels. Once proficiency has been identified, teachers utilize modifications within the current curriculums in place. In addition, Language Proficiency levels are used to identify the level of support that students require. ELLs who are beginners receive the most support (360 minutes or more of ESL). ELLs who are intermediate also receive 360 minutes or more of support. Advanced students receive 180 minutes or more of ESL support.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers ensure to respect the second language development of children by including different teaching techniques in lesson planning, as well as implementation. Additionally, classroom teachers consult and collaborate with ESL teacher to ensure that our ELL population's needs are met
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the ELL program is determined through students performance on the NYSESLAT data, Periodic Assessments, State and class assessments. The student's individual success in all content areas is monitored through the progress reports, running records,

and informal assessments from the ESL instructor. Ultimately, success is evaluated by students reaching grade level academic standards.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents enroll their children at Kennedy/King P. S. 219, they fill a HLIS form at registration. Our ESL teacher proceeds to discuss home language with the family. Since our ESL teacher has the responsibility to provide assessment to determine eligibility for English- language support services, she engages with parents during the home language identification process. That is important because it initially determines whether a child may require ELL services in compliance with the state regulations. At enrollment, our ESL teacher who is fully certified meets with the parents of ELLs to make an initial determination of the child's home language. This process is formalized through a home language identification survey (HLIS) that is translated in about fifteen different languages. Parents complete a form to show what language the child speaks and the ESL teacher collects those forms. When students are identified as ELL at registration, they are administered the LAB-R assessment by the ESL- licensed pedagogical within ten days of the child's enrollment. Scores on this test determine whether the child is eligible for mandated ESL services. At the orientation meeting our ESL teacher, the parent coordinator and the translators provide parents of newly enrolled ELLs with information on the ELL programs that are available.
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.
Parents of students identified as ELLs are invited to attend a Parent Orientation Session in the school through a letter in their native language. Students are identified as ELLs when their LAB-R results indicate a need for ELL supports and intervention. We provide the parents' choice of programs. Should a parent request a dual language or bilingual program, we reach out to the Office of English Language Learners to allow for parent choice and meet the parent's request. Should we have a sufficient number of parents of ELLs (15 or more) requesting a dual language or bilingual program, we would consider opening the program to meet parent's requests. If parents do not respond within 48 hours, a follow-up phone call will be made to reach out to the parents to ensure that we meet with all parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At this meeting, our ESL teacher and the translators describe the different bilingual programs offered throughout the N.Y. C Schools that include the Transitional Bilingual Program, The Dual Program and the ESL Program. In that orientation session we show a video available in thirteen languages that explains the programs that parents can select. We send letters to invite parents to attend our orientation program translated in the parents home language and follow up to ensure that all parents attend the orientation session. Our ESL teacher also handles translated Departmental materials such as brochures offered by the Translation and Interpretation Unit available at our school. Our ESL teacher places each form in the student's cumulative folder after keeping it secured as per State regulations.
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.
The criteria used for placing ELLs in a particular program is the information provided by the parents when they fill out the Program Selection Form after viewing a video tape in their home language about the programs available. If a parent requests registration for his/ her child in a program that is not available in our school, our ESL teacher will contact the office of English Language Learners to provide support and placement for the student. Our ESL teacher proceeds as mandated

after seeing the document in which the parents have the choice of selecting the program they desire for their children. The trend has been for parents of ELLs to select the ESL program. Our ESL teacher uses that criteria to place the children accordingly. During the parent orientation, oral translation is provided in the parents' home languages and the ESL teacher does the translation into Spanish. For parents who speak other languages we have translators through the Translation Unit. All documentation is provided in the parents' home language.

5. 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.

All students from K-5 who have been identified as ELLs and have been enrolled in the ESL program will be eligible for the administration of the four modalities of the NYSESLAT that include listening, speaking, reading and writing. The test will be administered in the spring time. Materials for the NYSESLAT will be ordered and administered in a timely manner. All the parents of ELLs will be notified about this assessment in their home language. Our ESL teacher and the administration will follow the NYSESLAT protocol in terms of unpacking and revising testing materials that have been received, as well as signing receipts for quantity, test duration, schedule and so forth. They will contact the testing department in case that any materials are missing at the time of arrival at P.S. 219. The ELL teacher and the administrator will ensure that the NYSESLAT is test secure. As per instructions on the NYSESLAT memorandum, our ESL teacher will do the administration of the reading and writing portion of the test in groups as suggested on the manual. A pedagogical teacher (not the ESL) will score the written portion of the test as per mandates. The speaking component of the NYSESLAT will be administered by two teachers. The ESL teacher will not score that portion of the exam. Both teachers will sit near the examinee to allow the scorer to hear all responses. This modality of the test will be administered individually and timing will take place as per mandates. The listening component will consist of listening to a CD. Students will be asked to bubble in on the answer sheet as they listen. The NYSESLAT will be administered to all ELLs regardless of the time they have been registered in the N.Y.C. School System. The NYSESLAT scores will provide measurable scores that will allow transition from one level to another, or to exit from the ESL program.

6. 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.) 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. 

The trend in parent- program choice at P.S. 219 has been the ESL program. In the past three years 100 % of parents have selected ESL. Parents requesting a bilingual or dual language program, are sent to the ELL ProgramTransfers@schools.nyc.gov. We maintain records of students who request bilingual or dual language programs.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

As for the 2013- 2014 school year P.S. 219 holds a population of 35 ELL students. They are arranged for English instruction in heterogeneous groups in a pull- out manner. The program model used to take students to take students to the self- contained ESL classroom is a block of ungraded students.

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)?

Articulation between our ESL teacher and the classroom teachers of ELLs is an ongoing procedure that takes place throughout the school year. She informs the regular teachers of ELLs about the daily- instructional timing of services ELLs receive according to their proficiency levels in compliance with the State's regulations. ELLs in the beginning and intermediate levels receive two daily periods of ESL services equivalent to 360 minutes per week. Those ELLs in the advanced level receive 180 minutes of ELL services per week. Schedules are handed to each teacher of ELL students in which the ESL teacher indicates the initial letters of the names of ELLs as well as their daily schedule and timing for ESL services. The instructional strategies for the ELL population focus on the five ESL Standards/ Common Core Standards in which the four- skill areas of listening, speaking, reading and writing are implemented.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL instruction is delivered by covering one of the content areas of math, science or social studies according to the lesson as part of a thematic unit. Our ESL teacher provides subject - area instruction in English by using ESL methodologies as well as instructions. The lessons are designed to enable ELLs to achieve the state- designated level of English proficiency for their grade level. Reading and writing strategies are taught to allow ELL students to infer from the text, draw conclusions, solve problems and paraphrase. ELLs have the opportunity to access online programs that provide a range of activities that serve as vehicles for promoting literacy skills to our ELL population.

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

The Math test is administered in the language the ELL understands when he/ she has been in the N.Y. school system for about a year. That modification enables the student to be assessed without having the difficulty of not being able to answer in English. ELLs have the opportunity to take the Science test in their home language. Our ESL teacher provides all information on modification for testing ELLs ahead of the testing schedule to allow administration to order those tests.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL teacher provides periodic assessment within the lesson being taught by giving differentiated questioning that cover the modalities of listening, speaking, reading or writing according to individual student need. Articulation procedures with classroom teachers of ELLs allow both teachers to acknowledge students needs and what particular academic areas need to be focused on. Students are also periodically formally assessed by both their ESL teacher and classroom teacher.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction is done in a variety of ways in order to assist ELLs in meeting their linguistic goals. Our ESL teacher at

P.S. 219 modifies instruction by allowing some students to learn through direct instruction and by tailoring each student's lesson according to individual needs. Advanced ELLs may have the opportunity to choose between working in pairs or completing assignments independently. Our ESL teacher provides different amounts of support since some ELLs could benefit from one-on-one interaction and others could require less support. Daily assessment is also done differently in order to evaluate students' individual growth.

As per registration data of school year 2013-2014 at P.S.219 there are no students that enter into the student with interrupted formal education (SIFE). If our ESL teacher will identify any new admit student that falls in this category, the child will be placed in the ESL program if that is the parental choice. Most importantly, the SIFE student will receive differentiated instruction in which activities will be modeled in a rich literacy environment. Content areas will be taught through ESL modalities in order to facilitate language and academic development. Besides that, our ESL teacher will place the ELL student will in the AIS program and after school program as well.

7. 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?

Paste response to question here:

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

The classroom teacher and our ELL teacher work in a collaboratively manner on the ELL SWDs' IEP recommendations and to help them meet their goals. Our ESL teacher ensures to meet with those ELLs in a small group as per IEP recommendations.

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:			
Social Studies:			
Math:			
Science:			

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

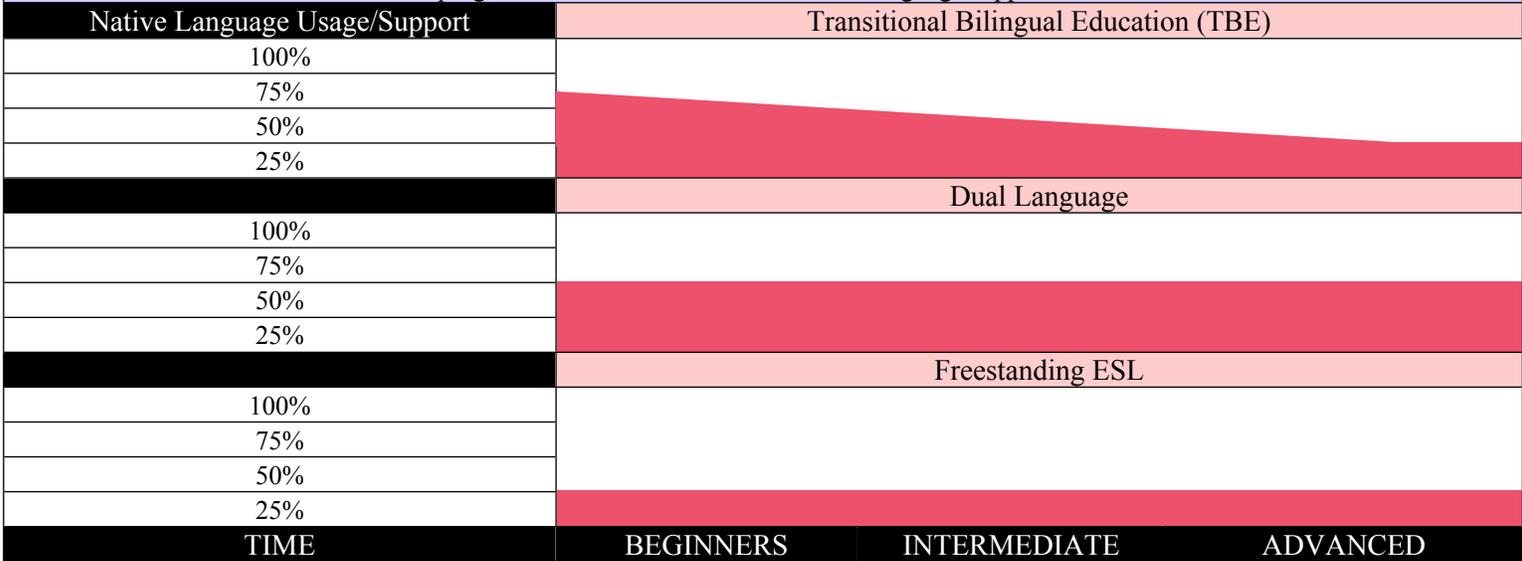
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
- ELL students from K-5 have access to the Academic Intervention Services program in their classroom. Some of them are pulled out by other classroom teachers who provide AIS instruction based on the students' needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data on the NYSESLAT shows how ELLs at P.S. 219 have moved from one level to the next and how ELLs have been able to function in their regular classroom after being exposed to a language- development environment that is rich in literacy. Eight ELLs were able to pass the NYSESLAT within a couple of years of benefiting of ESL services. Our ESL teacher will continue to help ELLs in meeting their needs. She will continue using a Natural Approach to language learning that is centered on activities which:
- *Focus on acquisition of language
 - *Provide large quantities of comprehensive input and visual aids
 - *Incorporate activities that have been designed to develop higher levels of language usage in content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- Opening a bilingual program at P.S. 219 will be considered as an option to promote academic achievement if fifteen ELLs who speak a common language in the same grade will be enrolled. That will take place if the parents choose a bilingual program for their children in the Parent Choice form. At P.S. 219 it is a priority to assist ELLs to meet state- educational goals and to accelerate their language acquisition. A great amount of educational materials have been ordered at P.S. 219. That includes teacher's resources as well as workbooks for ELLs in grades K- 5. Those materials will enable ELLs to get prepared for the NYSESLAT in the modalities of reading and writing.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students at P.S. 219 have access to after -school programs. Registration forms are sent home in their home language. ELL students receive AIS in their own classroom . A group of ten students have access to the AIS program in the ESL classroom. ESL- after school programs have been in effect at P. S. 219 for grades 3-5.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL classroom at P. S. 219 is fully equipped with computers and software to enable ELLs to benefit from having access to online programs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ESL teacher provides bilingual - oral support to the newly enrolled Spanish- speaking ELLs. Students who speak a common language are paired up with one another who also speaks English to enable translation of class directives and so forth. Pictorial - bilingual dictionaries are available in the ESL classroom. The lessons are implemented through the use of ESL methodologies to engage ELLs in English- language acquisition. All ELL students receive Spanish lessons that are provided by a licensed pedagogue who teaches them through content-area based instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our trained professionals ensure that our students' needs are met through a close collaboration between classroom teacher, service providers and ESL teachers.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly arrived ELLs will be welcomed to the ESL classroom. They will get a tour throughout the school premises. They will be allowed to progress and acquire the English language by moving on from one stage to another.
18. What language electives are offered to ELLs?
- At P. S. 219 ELL students receive Spanish instruction along with their regular- classroom peers. The fully qualified- Spanish teacher implements lessons that are aligned with the Common Core Standards and with themes that focus on the content areas. This instruction allows the ELL students to learn a new language besides English and at the same time, they allow the Spanish - speaking ELLs to reinforce their knowledge of their primary language.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

N/ A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher and the Spanish teacher at P.S 219 have been attending workshops on Danielson framework and information has been turn keyed with classroom teachers of ELLs. Our ESL teacher at P.S. 219 has attend a professional development session on Common Core Learning offered by the N.Y.C. D.O.E. Training for special -education teachers and all pedagogical staff who work with ELLs will be provided on strategies to help students develop critical literacy and academic language proficiency. As per Jose P. mandates, those teachers will be provided with a workshop that focuses on the right of ELL students with disabilities to be placed in appropriate Special Education programs in which they could be evaluated in a timely manner and receive instruction that is delivered through the use of ESL modalities. Money is allocated for per session for ESL training at P.S 219. Special Education teachers will receive ten hours of training and regular teachers will be provided with 7.5 hours as mandated. A certificate will be given to the participants the last day of the session.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Our ESL and Special Education departments at P.S. 219 work in a collaborative manner to provide activities for the parents of ELLs. A parent conference was already held for parents of ELLs including Special Education. Several workshops for parents of ELLs were offered last school year. Those activities included an introduction to all the faculty that work in coordination such as the school psychologist, social worker, IEP personnel, administrator, parent coordinator and our ESL teacher. A math workshop was offered for the parents to address their needs such as providing them with bilingual dictionaries and testing materials. This practice will be in place as an ongoing protocol aimed to foster parental involvement. Oral translation is available at P. S. 219. That allows the teachers to acknowledge the needs of the parents and how to assist them. Last year parents were invited to participate in a workshop with training for assisting their children to take the ELA and the Math test and that will continue happening in our school. Our ESL teacher and a translator attend regular parent meetings with IEP modifications or any type of parent meeting within the department of Special Education.

E. 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.

N/A

Part VI: LAP Assurances

School Name: 219

School DBN: 18K219

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K219 School Name: Kennedy-King Elementary School

Cluster: 1 Network: 108

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.

Upon admission to the NYCDOE each parent completes a parent/guardian Home Language Identification Survey. Said information is entered into ATS. Additionally, the information is also entered on emergency blue cards which are maintained in the main office and by the classroom teacher. We ensure that the parent's written and oral languages are identified. Currently 35 parents and students speak languages other than English. The languages written/spoken are as follows: Haitian-Creole (12), Spanish (18) and Arabic (5). Findings are shared to the school community via teacher articulation by the designated staff member and through the information on the blue cards.

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.

Currently we have a student enrollment of 563 of which about 6.2% are in need of written translation and oral interpretation needs. Parents were made aware of these findings during Parental Orientation meetings for Parents of ELLs. Additionally, the information is also entered on emergency blue cards which are maintained in the main office and by the classroom teacher. We ensure that the parent's written and oral languages are identified. Currently 35 parents and students speak languages other than English. The languages written/spoken are as follows: Haitian-Creole (12), Spanish (18) and Arabic (5). Findings are shared to the school community via teacher articulation by the designated staff member and through the information on the blue cards.

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.

School provides written translation signs in Spanish, Haitian Creole, and Arabic. School staff members and parent volunteers, aid parents with written and oral translation on a timely basis. Additionally, written materials are ordered from the monies allocated to translation services. When parent meetings occur, in-house school staff, parent volunteers provide these services.

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 provided 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>.

The School Safety Plan will indicate a designated staff member to serve as a liason for parents who need language access services. Signs will be placed in prominent areas, in covered languages, indicating the availability of interpretation services. Parents whose primary language is a covered language and who will require language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities that includes the translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: KENNEDY KING ELEMENTARY	DBN: 18K219
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 <input type="checkbox"/> Other:
Total # of ELLs to be served: 39
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: Kennedy King Elementary School will utilize an supplemental ESL program that will be run after-school to support all English Language Learners (ELLs) in grades 2-5. The program will increase the number of ELL students passing the NYSESLAT and other New York State Assessments. Our tandem of an English teacher and an ESL certified instructor will team teach the program utilizing a balanced literacy approach. The program will provide rigorous supplemental academic instruction to foster and develop students' reading and writing skills. Instruction is provided in a smaller, more individualized, setting to allow for greater differentiation and to target the skills each student requires. The balanced literacy approach offers systematic, explicit, and thorough teaching of the skills that our English Language Learners require. Supplemental instruction includes a focus on reading non-fiction, and expository writing skills as well as language development. Literacy skills will be developed through bilingual glossaries and dictionaries, as well multi-sensory learning strategies.

Subgroups targeted: ELL students in grades 2-5. Instructional groups will be based on mixed grades as they will be put together based on their performance level.

Schedule and Duration: Supplemental instruction will take place on Tuesdays and Thursdays for one hour beginning January, and continue until June.

Language of instruction: English

Number of Teachers: One ESL certified teacher and one certified ELA teacher.

Learning Activities and Materials:

NYSESLAT Prep: We will incorporate NYSESLAT preparation skills. Empire State NYSESLAT Book will be purchased. This program addresses skill reinforcement and promotes success on the NYSESLAT. It assists students in overcoming daily language barriers.

Leapfrog Pad - a computer based program allows the ESL students to develop literacy, and 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 professional development for our ESL teacher and general education teachers that come in contact with ELL students.

Teachers to receive training: Teachers will receive training during teacher team meetings, conducted twice weekly, and grade conferences, as well as select monthly faculty conferences.

Training: Ongoing through the 2012-13 school year: We will conduct bi-monthly study group meetings for 45 minutes on the following dates: 1/11, 1/25, 2/8, 2/22, 3/8, 3/22, 4/12, 4/26, 5/10, 5/24, 6/7, 6/21. A study group will meet to discuss "Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom," a professional book that was recommended by our CFN special services manager. Through this study group, our teachers who lack ESL training will learn to integrate the teaching of English with the content areas of the regular curriculum.

In addition, there are several professional development days 9/5/12, 11/6/12, 6/6/13. These include Brooklyn Queens Day, which will allow for a seven hour professional development. We anticipate the topic to be "Common Core Standards: Raising the Achievement for English Language Learners." Additional focus for professional days includes Universal design for Learning, where our teachers are developing scaffolded lessons and supports; it is imperative that our students are provided with rigor and access.

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

Name of provider: Tanya Bates Howell - CFN Instructional Coach, Augusta Ahmad, licensed ESL teacher.

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: The Kennedy King School will continue to ensure that parents of ELLs are well integrated into the fabric of our school community. The following ensures that we have an effective school-parent partnership:

Part D: Parental Engagement Activities

First, we will notify our parents of every school and DOE event as well as offer critical information in several key ways. This includes parental phone calls via School Messenger (translated into the child's native language), school website, and letters sent home to parents. Second, our ESL teacher and parent coordinator utilize a survey to identify and meet the needs of our ELL parents. The survey gives parents an opportunity to name workshops that they want to have offered. Third, we use a suggestion box located in our main office next to our parent coordinator. The school's parent coordinator (or the appropriate person) follows up to discuss the suggestion and implement an appropriate solution. Fourth, ESL parents receive flyers about various workshops that are offered. We provide to parents trainings on content area strategies for our ESL parents to promote their children's language and academic skills. Our ESL Workshops tend to last 60 minutes. Translation / interpretation services will be provided for parents of ELLS at all workshops.

Dates for the workshops are:

October 23 - Literacy Fair

October 16 - Workshop on Preparing for Parent Teacher Conferences

October 25 - Training on Preparing Your Child for the New Common Core Aligned NY State Assessments

November 20 - Thanksgiving Celebration with our Parents and Teachers. What are we thankful for? Students share their essays that are aligned to the Common Core.

December 20 - Multicultural Holiday Celebration. Understanding Cultural Holidays. Students will read their essays, aligned to the Common Core.

January 16, 2013 The New Common Core Assessments

February 11-14, 2013 Science Fair. Students share their projects. Every student will be responsible for asking that at least one member of their family attends.

March 20, 2013 Helping Your Daughter/Son Make A Transition to Middle School

April 16, 2013 Help your Child Prepare for the NYSESLAT Exam,

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

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		

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.
(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.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		