

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

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	
Carol Widom	Member/ Teacher	
Eurene Lewis	Member/ Para Professional	
Michael Jacobs	Member/ Teacher	
Phylicita Walker	Member/ Teacher	
Lorraine Anderson	Member/ Parent	
Shondall Alphonso	Member/ Parent	
Kathy Alicea	Member/ Parent	
Andrea Gooden	Member/ Parent	
Esmorel 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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)
X	<ul style="list-style-type: none">▪ Annual Goal▪ 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.

1. By June 2015 as evidenced by performance in the NY State English Language Arts assessments of students in grades 3 – 5, there will be a 2-5 % increase in student proficiency.

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 300 new students since School year 2013. Many of these students have poor comprehension skills and as such, do not perform 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. The school community will:
 - Provide small group and one-to-one instruction in reading comprehension strategies
 - Utilize data, rigorous habits and higher order skills embedded in academic tasks
 - Emphasize and develop comprehension skills and strategies through Read Alouds, Guided Reading, Shared Reading and Independent Reading activities
2. Selected students will attend afterschool instruction in ELA. Focus will be on test preparation, pending funding availability.

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 data, to support these endeavors. Identified students will receive A.I.S. services.
 - Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
 - All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Reading and Writing as dictated by the uniform Core Curriculum and the Common Core State Standards initiative.
 - Classroom libraries, core curriculum materials in all subject areas
 - Reading logs, planning guides/pacing charts, curriculum maps
2. Selected students will attend afterschool instruction in ELA & Math. Focus will be on test preparation. This is dependent on funding availability in the budget categories of Title 1, Title 3, TL ELA/Math Student Support and or TL Fair Student Funding.

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

1. The 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. Interim assessments will be given as per pacing calendar and citywide interim assessments schedule. The tasks will be reviewed, measured against rubrics and reflection protocols developed for both staff and students. Results will be broken down into concepts/components and graphed to depict class and grade-wide trends. Online assessments will be implemented through Teachability.
 - 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 2014– June 2015

2. February 2015 – April 2015

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 two common preparation periods each week in addition to meeting on Monday and Tuesday after students are dismissed. Teachers review students’ work, surface gaps and determine steps.
2. Pending funding and availability 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 to determine next steps to meet reading comprehension goals.

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).

- Enlist the help of parents in the use of the sight word list to build students ability to recognize words.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in literacy, math and the use of technology.
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- Parent- teacher conferences throughout the year.
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.
- 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 2015, there will be a 2-5 % increase in student proficiency as evidenced by performance on the NY State Mathematics Assessments of students in grades 3 – 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 300 new students since 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.

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

1. To ensure that an engaging, rigorous, coherent curricula is in place in Math and to improve student performance and promote college and career readiness, the school community will:
 - Infuse the Common Core Standards into our instructional process
 - Improve student progress/performance.
 - Include strategies to increase rigor, relevance and relationship.
 - Model math lessons
 - Continue literacy practices in mathematics and other content areas
 - Continue provision of intensive academic intervention services for all students who are not meeting state standards
 - Ongoing embedded professional learning opportunities in Common Core State Standards, the understanding and use of specialized instructional strategies to meet the needs of special populations, how to use the 90-minute block in mathematics
 - Pacing calendars will be used for each grade level, opportunities will be provided for the teachers to continue to plan collaboratively, align instructional assessments and examine and assess student work to focus instruction directly on student needs to meet state standards
 - Teachers will use data from item skills analyses, ARIS and computer assisted programs to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students
 - Teachers will reinforce mathematics strategies during content area instruction
 - Use of portfolios to assess students' individual needs and the Danielson's teacher evaluation tools during the observation process to assess teacher performance and provide instructional activities to meet students' individual needs
2. Pending funding availability, selected students in grades 3 – 5 will engage in afterschool in Math. They will attend twice a week for (2 hours) for a total of six weeks . Focus will be on test preparedness.

2. 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 data, to support these endeavors. Identified students will receive A.I.S. services.
 - Classroom teacher assigned to each class, cluster teacher assigned daily, who will demonstrate outstanding classroom practices.
 - All students will receive group and individual instruction daily using components of the Comprehensive Instructional Approach for Balanced mathematics as dictated by the uniform core curriculum and the Common Core State Standards initiative.
 - Mathematics logs, planning guides/pacing charts, curriculum maps.

- Develop and monitor student’ portfolios, math journals, math logs and promotional folders.
 - Analyze teacher generated tests and look at students’ work .
 - Planning approach involving mini lessons, strategy skills teaching lessons in math, individual and small group instruction, book reports, shared, guided and independent work in mathematics, vocabulary development, journal writing, interactive discussion group.
 - Ongoing embedded professional learning opportunities for teachers, and administrators both school based and Network – weekly, monthly, visitations, conferences, common prep time allocated to look at student work, devise rubrics, conferencing, guided math activities and encouraging literacy practices in all content areas.
2. Selected students will attend afterschool instruction in ELA & Math. Focus will be on test preparation. This is dependent on funding availability in the budget categories of Title 1, Title 3, TL ELA/Math Student Support and or TL Fair Student Funding.

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

1. The 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.
2. 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 graphed to depict class and grade-wide trends. Online assessments will be utilized through “Think Central.”
 - teachers meet to discuss best practices, and collaborate on curriculum.
 - teachers meet at least once a week for common planning and grade conferences where they can express and share opinions, talk about assessments, how they can be revisited and what works best for specific needs of students.

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

1. September 2014 – June 2015
2. February 2015- April 2015

5. 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 twice weekly, in addition to meeting on Mondays and Tuesday after students are dismissed, to probe into the curriculum during the school day to review and analyze the curriculum materials from Ready Gen. Teachers will collaborate to develop unit pacing calendars for the rest of the school year. Teacher will review data gathered from interim and end of unit performance tasks and assessments and will make adjustment to curriculum maps and instructional strategies based on data.
 - 90 minute Math blocks of instructional time daily.
2. Pending funding and availability selected students in grades 3 – 5 will engage in afterschool in Math. They will attend twice a week for (2 hours) for a total of six weeks to determine next steps in meeting comprehension goals. Focus will be on test preparedness.

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.
- Enlist the help of parents in all math activities.
- Foster a caring and effective home-school partnership to endure that parents can effectively support and monitor their child’s progress and to provide materials and training to help parents work with children to improve their achievement level in mathematics and the use of technology.

- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Parent- teacher conferences throughout the year.
- Provide written and verbal progress reports that are periodically given to keep parents informed about their child’s progress.

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.

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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 2015 all teachers will receive targeted professional learning opportunities in consistently engaging students in higher level thinking, student ownership and engagement.

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, and by, both formal and informal observations.

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.

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

1. Individualized Professional Learning Opportunity 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). Embedded Professional Learning with Network staff who visit on a bi-monthly or weekly basis respectively and offer one-on-one coaching with teacher or provide feedback after an in-class work session.
2. Implementation of Inquiry Team and grade level collaborations to surface negotiable and non-negotiable elements of literacy and math curricula based on programmatic guidelines, student work and data outcomes. Utilization of weekly/monthly time lines, calendars, pacing charts
3. Common prep activities – looking at students’ work, discussions among teachers on the same grade and cross grade conversations and cluster –classroom teacher interactions, discussing student’s portfolios, writing samples and discussing and analyzing student work.
4. The observation process to stimulate teacher/student achievement through learning walks, focused learning walks and short observations with immediate feedback.

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

The Administrative staff/guidance counselors, teachers will participate in on- going professional learning opportunities as scheduled by the school/CFN/DOE.

There will be informational sessions, team meetings, to conduct needs assessments and other activities to improve school climate. Each grade will be invited to meet for book talks, open forums to better serve the needs of the teacher and improve service to the student.

1. Key Personnel include Administration, Teachers, Network Staff, Achievement Coaches. 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. 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. 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. Resources include Quality Review Rubrics and Expectations, Danielson Framework, Citywide Instructional Expectations (2014) and UDL.

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

1. Walkthroughs, Observations, Teacher Feedback, peer inter-visitation
2. Walkthroughs, Observations, Lesson Implementation, Student Outcome.
3. Growth as shown in Danielson’s 8 components.
4. Inquiry Team Agendas, Data – Reflection Journals (Teacher & Student). Designing curriculum and assessments based on findings.

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

1. September 2014 – June 2015

2. September 2014– June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. Encourage teachers to take advantage of the online resources by Department of Education approved Common Core vendors for ReadyGen & Go Math. Schedule teachers to observe two common preps weekly and meet for Inquiry on Monday/Tuesday afternoons. Each staff member has a D.O.E. laptop which allows them to access professional learning sessions online in addition to providing easy access to professional documents such as Danielson Framework. Teachers also take advantage of Network sponsored professional learning sessions specifically held during the summer.
2. Encourage teachers to take advantage of the online resources by Department of Education approved Common Core vendors for ReadyGen & Go Math. Scheduled teachers to observe two common preps weekly and meet for Inquiry on Monday/Tuesday afternoons. Each staff member has a D.O.E. laptop which allows them to access professional learning sessions online in addition to providing easy access to professional documents such as Danielson Framework. Teachers also take advantage of Network sponsored professional learning sessions specifically held during the summer.
3. Encourage teachers to take advantage of the online resources by Department of Education approved Common Core vendors for ReadyGen & Go Math. Scheduled teachers to observe two common preps weekly and meet for Inquiry on Monday/Tuesday afternoons. Each staff member has a D.O.E. laptop which allows them to access professional learning sessions online in addition to providing easy access to professional documents such as Danielson Framework. Teachers also take advantage of Network sponsored professional learning sessions specifically held during the summer.
4. Encourage teachers to take advantage of the online resources by Department of Education approved Common Core vendors for ReadyGen & Go Math. Scheduled teachers to observe two common preps weekly and meet for Inquiry on Monday/Tuesday afternoons. Each staff member has a D.O.E. laptop which allows them to access professional learning sessions online in addition to providing easy access to professional documents such as Danielson Framework. Teachers also take advantage of Network sponsored professional learning sessions specifically held during the summer.

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 based on 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 of Students 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, 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. The school will actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 learning, especially in developing leadership skills
- Parent- teacher conferences throughout the year.
- Establish a Parent Resource Center/ Area or lending library; instructional materials for parents

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.

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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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
6.
- 5. 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

6.

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
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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. 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 90 minutes 2 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. 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>During the school day.</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 resources and organization of materials for research projects.</p>	<p>Theme based instruction aligned with state standards will provide for questions, reflecting, analyzing and gathering information, thus, experiences will be planned that will engage students in speaking, listening, questioning, reading and writing in Social Studies/Science</p>	<p>During the school day</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor, SST Team provides interventions to students and professional learning opportunities to teachers.</p>	<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 learning opportunities 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 learning opportunities to assist teachers in working more effectively with At-Risk students.</p>	<p>During the school day</p>
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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 learning opportunities aligned with the State and City standards. The school provides high quality and ongoing professional learning opportunities aligned with the state and City standards . The school uses the text and video - Making Thinking Visible, by Ron Ritchhart, Mark Church, Karin Morrison. This resource provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning techniques and how to promote engagement, understanding and independence for all learners. Teachers meet in small groups using protocols to apply techniques learned. • Achievement coaches from the network visit the school to provide support. Selected Mondays and every Thursday. They work collaboratively with specific groups of teachers and review their techniques and provide feedback and inform best practices.

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 <i>the intent and purpose</i> 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 2013-2014 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

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.

DBN: 18K219

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

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

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$425,561.40	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$278,755.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,580,377.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	5	6	9	2	6	7	0							35
SELECT ONE														0
Total	5	6	9	2	6	7	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	23			12			0			35

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
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	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 ESI 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. [①](#)

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](mailto:ELLProgramTransfers@schools.nyc.gov). We maintain records of students who request bilingual or dual language programs.

Part V: ELL Programming

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 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

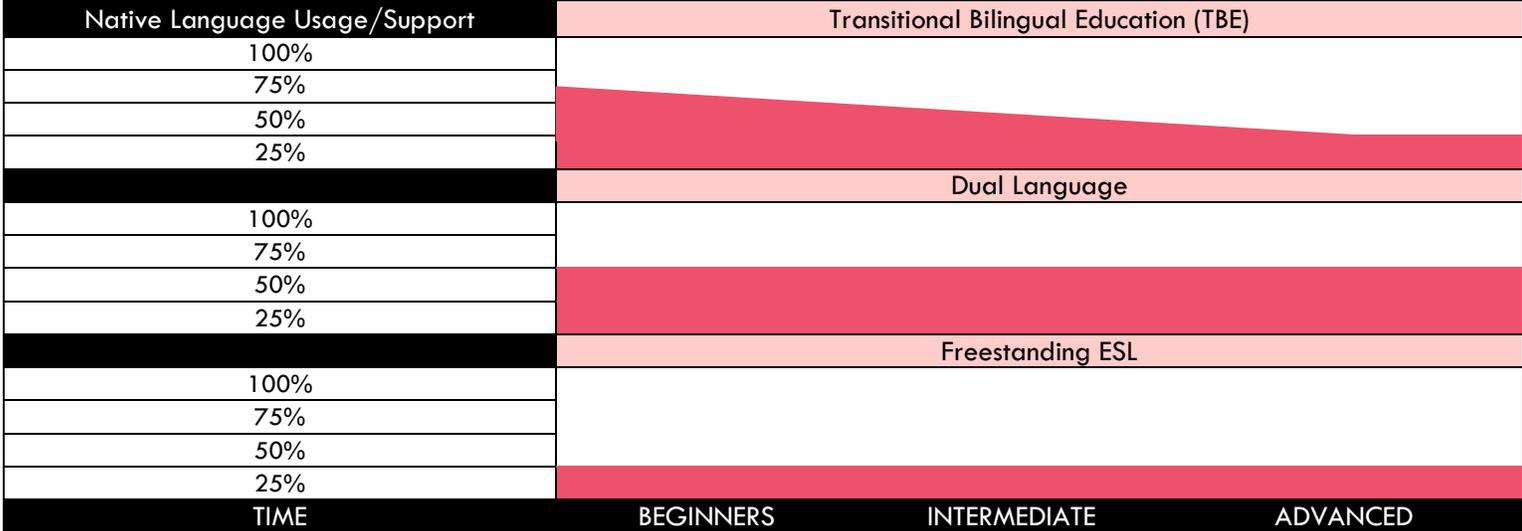
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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 intorduction 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 happennig 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

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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: PS 219 K	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
Total # of ELLs to be served: 35
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: _____

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: Public School 219 – The Kennedy King School has identified 35 students as ELLs. According to NYSESLAT and NYSITELL tests, the majority are graded as "B" and "I". This is one indicator that they are in need of targeted academic intervention services in order to keep up with their general education peers. Hence, the school has scheduled an Academic Intervention Supplemental After-School Program on Wednesdays and Thursdays for all ELL students beginning December 3, 2014 through April 29, 2015, totaling 130 hours of supplemental instruction. There will be two cohorts of students, one being 18 students, the other 17 students. Each cohort will meet for ninety minutes twice a week. Instruction will take place as follows: Group A: comprising of K-2 Student will meet for 65 hours from December 3rd to February 13th. Group B: will comprise of grades 3-5 Students will meet for 65 hours from February 23, 2015 to April 29, 2015.

There is one teacher participating in the program. The teacher possesses permanent certification in ESL instruction. Each session will follow ESL methodology and, focus on the academic needs of the students and their different levels.

A balanced literacy approach will be used to increase students' proficiency in all four modalities of English acquisition; listening, speaking, reading, and writing. Laptops, the Leap Frog program and the Smartboard will be intensively used to integrate technology. The students will have the opportunity to access online programs that provide a range of activities to develop their literacy skills. A variety of resources, including teacher-made created materials, Kaplan series, Rosetta Stone and other related texts will be used to prepare the students for the upcoming NYSESLAT assessment. In addition, the data will be analyzed to assess the effectiveness of the program.

The progress of the students will be continuously monitored through the use of oral and written tests, and teacher observations of the students' responses and work. The teacher will provide subject-area instruction in English using ESL methodologies and methods of instruction. The cooperatively planned lessons that will be delivered are designed to enable ELLs to infer from the text, draw conclusions, paraphrase and develop other skills such as main idea, details, cause and effect, compare and contrast, and writing a response. In math, the focus will be on how to read and solve math problems and how to thoroughly engage in outlining and explaining the steps of the solution to the problems.

Homework help, test preparation skills and activities will be offered. The hope is to boost students'

Part B: Direct Instruction Supplemental Program Information

performance in regular classes and build a good foundation for school-wide and statewide tests.

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: Although the school focuses on continuous professional development for every teacher, all General Education/Special Education/ESL teachers are made aware of the need for embedded professional development in order to provide instruction to all students including ELLs.

On a daily basis the ESL teacher, General Education and/or Special Education teacher collaborate regarding how they can work in conjunction with the current academic needs of the ESL students. This articulation process helps us to focus on and allow for the promotion and acknowledgement of students' social, cultural, emotional and academic needs in all areas. This articulation between the ESL and Classroom teacher is ongoing throughout the school year.

Informal and formal assessments by both the ESL and classroom teachers are ongoing. The data gathered is discussed.

Every 2nd Monday during our Professional Learning Opportunity, Teachers of ELLs will dedicate a portion of the sessions for reviewing ESL strategies using the book *Mastering Academic Language: A Framework for Supporting Student Achievement* Paperback – December 19, 2012 by Debbie Zacarian (Author)

Teachers will be provided an opportunity to visit the ESL classroom and observe the teacher as he is working with his individual groups. In turn, the ESL teacher will observe how the teachers are implementing strategies in the classroom. Articulation will follow.

Go Math and Ready Gen Curricula both have strategies targeted for ELL students and SWD (Students with Disabilities). Teachers are instructed and expected to implement these strategies in their daily instruction. Administration will monitor teachers' planning and preparation as they pertain to integrating ELL and SWD strategies.

ESL/General Education and Special Education teachers will be participating in the book study and conduct monthly class inter-visitations. This book study is for supporting ELL students in building academic language. Teachers visit the classrooms of their peers. Professional Learning pertaining to Go Math and Ready Gen will include time dedicated to discuss strategies and scaffolds for ELL/SWD students. This will take place one Tuesday each month.

Part C: Professional Development

The ESL teacher will generate a progress report for classroom teachers of ELLs.

Although parents of the ELLs frequently meet with the ESL teacher for discussion on student progress and academic achievement, they are also given information about the needs of ELLs and the strategies used to improve their English proficiency. We will encourage parents to visit the afterschool program to gain insight in helping their children more at home.

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 policy of PS 219 is to engage parents in all school activities and events. The school encourages parents to take an active part in educating their children. All communication in the form of flyers, circulars, and hand-outs are translated into the parents' spoken language. We are fortunate to have personnel who assist in the translation of all documents.

Besides the mandated activities, the school has decided to open an English as a Second Language class for the parents of all our ELL students. The sessions will meet for one hour per week on Fridays beginning December 5, 2014 and end on March 5, 2015.

We believe that this adult class will improve student skills as parent and student communicate at home and additional support is given for homework help, study activities and reviewing for assessments. Parents will be exposed to activities in the content areas in which their children are taught and this reinforcement will serve to improve performance and academic success. The parents themselves will benefit greatly learning English and also will improve their economic and social awareness in their school community.

The school has begun the process of informing parents of these classes. Many posters will be placed around the school building, telephone calls will be made and informational meetings will be held. The positive impact we believe will inspire many parents to attend the ESL classes and not only improve their English proficiency but will help to improve literacy practices in all content areas for our ELL students.

Part E: Budget

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

Allocation Amount: \$_____

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