

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**09x215**

**School Name:**

**KNOWLEDGE AND POWER PREPARATORY ACADEMY (K.A.P.P.A**

**Principal:**

**SHERI WARREN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School Number (DBN): 09x215  
School Type: Middle School Grades Served: 5-8  
School Address: 3630 Third Avenue  
Phone Number: 718-590-5455 ext. 3651 Fax: 718-681-4266  
School Contact Person: Sheri Warren Email Address: swarren@schools.nyc.gov  
Principal: Sheri Warren  
UFT Chapter Leader: Marcia Jo Shepherd  
Parents' Association President: Karen Evans  
SLT Chairperson: Sheri Warren  
Student Representative(s): N/A

**District Information**

District: 09 Superintendent: Ms. Leticia Rosario  
Superintendent's Office Address: 450 St. Paul's Place, Bronx, NY 10456  
Superintendent's Email Address: Lrosario2@schools.nyc.gov  
Phone Number: 718-579-7143 Fax: 718-410-7017

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Ms. Debra Maldonado  
Network Number: #534 Network Leader: Mr. Ben Waxman

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

Position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or teacher risk\*.  
 If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which will remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sheri Warren	*Principal or Designee	
Marcia Jo Shepherd	*UFT Chapter Leader or Designee	
Karen Evans	*PA/PTA President or Designated Co-President	
Kathy Otiti Hicks	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jam Shakwi	CBO Representative, if applicable	
Beverly Goodman Tonah	Teacher	
Teresa Bell	Teacher	
Ramata Petersen	Parent	
Vanessa Hollingsworth	Parent	
Knikia Brown Lord	Parent	
Nicole Gardiner	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, </li> </ul>	

students and administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- ❖ Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- ❖ School strengths, accomplishments, and challenges.
- ❖ The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Knowledge Power and Preparatory Academy (x215)K.A.P.P.A is a grade 5 – 8 middle school housed at the Dr. Charles R. Drew Educational Complex in the Morrisania section of the Bronx. The facility is shared with MS 219 and Frederick Douglass Academy III. K.A.P.P.A was established as a program in September, 2000 and was the first replicated school in Community School District #9. It was replicated after KIPP Charter School in partnership with Replications, Inc which was founded by John Elwell. There are currently four KAPPAs that have been replicated after our school. KAPPA is unique in that over 90% of KAPPA scholars do not reside in the community. The vast majority of our students commute to school via public transportation. We are the only middle school in District 9 that intakes youngsters at grade 5. We believe that the additional year helps us to provide our scholars with additional academic and social support that will help their academic success and personal growth.

K.A.P.P.A is currently in its tenth year as an autonomous school and fifteenth year as an educational institution.

Our student population is diverse. Students hail from Central America, South America, Africa, Asia, and the Caribbean. Even though 10% of our students are identified as English Language Learners, the vast majority of our students actually speak a second language at home. This adds to the uniqueness of our school. What these diverse students have in common is that they value education. This is a direct result of strong parental support at home.

**K.A.P.P.A Vision** – Our scholars will be tomorrow's leaders and problem solvers

**K.A.P.P.A Mission** – To provide our scholars with the academic, career, intrapersonal and interpersonal skills necessary for success in high school, college and the competitive world

**K.A.P.P.A Motto** – Education is our Passport to the Future

### Strategic Collaborations/Partnerships

KAPPA has developed strategic collaborations/partnerships with institutions and agencies that promote literacy, nurture youth leadership, help students become college and career ready and facilitate professional collaborations among staff.

**New Teacher Center** – Two teachers mentor 1-2 teachers each who have been identified as new teachers and/or teachers who would benefit from mentoring and professional development. The focus areas are: planning and preparation, designing coherent instruction, classroom management, developing questioning discussion techniques, facilitating engaging instruction and using assessment in instruction.

**Project Boost** – KAPPA is awarded an annual \$8,000 grant that is used to take approximately 50 students on out of state trip. These trips help students to become college ready, increase their exposure to the geography and varied people who live in the United States. It rewards them for exceeding academic, behavioral and attendance expectations.

**School's Out NYC (S.O.N.Y.C)** – KAPPA, in partnership with the Claremont Neighborhood Center offers a 5 day – 3 ½ hour afterschool program that provides homework help, robotics, Specialized High School Test Prep, Literacy and Math classes, Art, and youth development. Students also participate in recreational, athletic, and educational trips.

**Young Producer's Club** – As a component of S.O.N.Y.C., students write, produce and direct their own public service announcements that air on Bronx Net 63.

MyOn – In order to promote Literacy, increase reading stamina, and expose students to a wide variety of non-fiction reading, students have online access to a digital library. Students are able to take assessments and self monitor their progress.

### **School Strengths**

- High Academic Expectations
- High Behavioral Expectations
- Open door policy for all parents/students
- Student centered events/activities
- School wide service activities
- High parental support of student centered activities/events
- Self – initiated teacher professional development
- Teacher collaborations
- Teacher commitment to students
- Individualized High School matriculation session
- Familial school community (literally)
- High cultural/religious/ethnic pride
- 3-9 students are accepted into specialized high schools annually

**School Accomplishments** – During the 2014-2015 school year, KAPPA implemented new activities/initiatives and continued to maintain those that have been a successful staple to our school community. Some of these accomplishments are/were:

### **Academic**

- KAPPA is in good academic standing
- Regents - 85% of K.A.P.P.A scholars passed the Common core Algebra Regent. 80% of K.A.P.P.A scholars took the Living Environment Regents and passed
- Math Competitions – Select K.A.P.P.A scholars participate and sometimes place in the Pi5NY Math Competition
- Top Scholar Tour (TST) – Annually, 50 students participate in an out of state trip (3-5 days) based on exemplary grades, behavior and attendance
- 95% of K.A.P.P.A’s former 8<sup>th</sup> graders earn high school credit in 9<sup>th</sup> grade to be on track for high school graduation
- K.A.P.P.A received a rating of “Excellent” for improvement for the Lowest Performing Students on the ELA state Assessment (2014)
- K.A.P.P.A received a rating of “Good” for improvement for all students on the ELA state assessment and for the Lowest Performing Students on the state Math assessment
- K.A.P.P.A is meeting the target for closing the achievement gap

### **Attendance**

- 96% student attendance rate
- High attendance at parental functions such as: Meet and Greet, Father Daughter Dance, Carnival Night, Summer Orientation workshop, Parent-Teacher Conference

### **School Environment**

- 91% of parents are satisfied with the education their child received
- 94% of teachers would recommend K.A.P.P.A parents

### **School Challenges**

- Limited Space – KAPPA currently utilizes ¾ of the third floor. In this limited capacity, we educate 300 students. There is no classroom space to support a Science lab and visual/performing arts program. In addition, there is no space for a parent room, teacher’s lounge or dedicated office space for supervisors, counselors, and other support staff. Finally, there isn’t enough storage space to house books, computer carts, equipment and supplies. As a result, our ability to maximize student potential is severely hindered.
- Lack of Funding

\*The ongoing decrease in funding due to decreased enrollment in special education and general

education populations negatively affects the school's ability to efficiently function. KAPPA currently has no coaches, AIS program, school sponsored afterschool program, dean, etc. the school also does not have enough money to support a full time arts and foreign language program.

\*Lack of funding also limits the school's ability to hire consultants, sponsor professional development retreats and update the technology, the school

- Shared Space
- Lack of Visual/Performing Arts Program
- Lack of Professional Development
- Unidentified ELLs

### **Key Areas of Growth**

- Progress Monitoring – During the 2013-2014 school year, progress monitoring was conducted inconsistently. This year, simulated exams in ELA and Math will be conducted three times during the year. The data will be shared with all teachers and families and will analyzed in order to inform instruction.
- Eighth Grade Performance on ELA exams – There was a 55% increase in performance of eighth grade students on the New York State ELA exam (2013 vs. 2014).
- Regents Exams – Regents exams are now administered in both Algebra and Living Environments to all eighth grade students who are willing to take the exam.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>• KAPPA’s academic program is designed to prepare all students for college and beyond. Our curricula are developed using Universal Design for Learning and Webb’s Depth of Knowledge as tools to provide students’ access into the curricula and cognitively engage a diversity of learners.</li> <li>• Students engage in a 90 minutes of ELA instruction daily. ELA classes are reading literary and informational texts. Students are required to complete all five Common Core aligned writing tasks. All students have access to MyOn Interactive Digital Library, where they can engage in independent and teacher assigned reading.</li> <li>• The mathematics courses are designed to encourage deep understanding mathematical concepts. Students complete investigations and performance tasks using Common Core aligned materials from EngageNY, Go Math!, and Connected Math Project 3 (CMP3). All students complete cumulative portfolios, where they archive completed assignments/tasks; self assess their learning, and create goals for themselves. The portfolio is designed so that students could write about math concepts. Eighth grade students study Common Core Algebra 1 and take</li> <li>• The Social Studies courses have begun to integrate the new Common Core Learning Standards in Social Studies. Students are required to write 3 mandatory Common Core aligned writing tasks.</li> <li>• All students participate in advance science courses. The eighth grade students take the Living Environment Regents course. The class ends with the NYS Living Environment Regents. Students are required to write 3 mandatory Common Core aligned writing tasks.</li> </ul>

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the number of students making at least (1) year progress in their ability to develop stronger writing, in all content area subjects, will increase by 3% over the preceding year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
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<ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
Increase in the number of on demand writing tasks (short and extended) given within a 45 minute class period.	All students	September 2014-June 2015	Administrators Teachers
Students will compose a minimum of 3 common core aligned Literacy writing performance tasks in Science and Social Studies	All students	September 2014 – June 2015	Administrators Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development for teachers

#### **Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Title I Basic

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, students would have completed two writing tasks in ELA, one writing task in Social Studies and Science, and two sections of the cumulative portfolios in math classes. Students would have also completed two ELA and Math Ready NY exams that are Common Core aligned and include writing. The students would have completed the New York City Benchmark Exams in Science and Social Studies.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<ul style="list-style-type: none"> <li>• During the 2013-2014 school year, 55% of students attending KAPPA Middle School felt that the school did not offer enough variety of programs, classes and activities to keep them interested in school.</li> <li>• During the 2013-2014 school year, 91% of parents were satisfied with the education their child was receiving at KAPPA middle school.</li> <li>• During the 2013-2014 school year, 61% of students attending KAPPA Middle School felt that they were safe on school property outside of the school building.</li> <li>• Due to a lack of funding, KAPPA was unable to offer students classes in visual and performance arts.</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, there will be a 20% increase in the number of students that show their interest in school through involvement with school programs and activities:</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Student Government Council	All students	October 2014 – June 2015	Administrators Teachers
Art Class	All students	September 2014-June 2015	Administrators Teachers

Campus Based Intramural Basketball Team	6-8 grade male students	September 2014-June 2015	Mr. Mays
Monthly School-wide Activities	All students	September 2014 – June 2015	Administrators Teachers Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- \*Art Teacher
- \*Art supplies
- \*Coach

**Part 5 – Budget and Resource Alignment**

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

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, K.A.P.P.A would have facilitated a minimum of four school-wide activities/events in which students could participate

**Part 6b.** Complete in **February 2015.**

3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
4.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**By January 2015:**

- There will be a functioning student government
- KAPPA would have held 4 events to increase family and community involvement.
- There will be a functioning campus based basketball team

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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

\*A Professional Development Committee was established in June 2014

\*The Professional Development Committee met in July 2014 to create a Professional Development Calendar based on self identified needs and areas in which teachers scored low on ADVANCE

\*Teachers completed a professional development needs assessment in September 2014

\*There is very limited/no funding to support the hiring of consultants

\*As of 2015, KAPPA has not hired any organization/institution/consultant to provide professional development.

#### Strengths

- Block programming issued in the creation of teacher programs. It affords teachers daily time to plan in grade/subject teams
- When recommended/referred teachers are willing to participate in professional development by the district, NYCDOE and NYSED

#### Needs

- Funding – The lack of funding hinders the school to pay for professional development (on and off side)
- Professional Development – Consultants/coaches are needed to provide professional development

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 50% of the staff would have participated in professional development provided by external consultants.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).
- Strategies to increase parent involvement and

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

engagement <ul style="list-style-type: none"> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
A concerted effort will be made to write, apply, and submit grants that will offset the cost of professional development	Educational institutions	September 2014-June 2015	*Supervisors *Select teachers
CEI-PEA professional development hours will be used to offer a wide variety of professional development to staff	All teachers	September 2014-June 2015	*Supervisors *Select teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
*Grant writing coaches *Consultants

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By January 2015, 25% of the faculty would have participated in professional development provided by external consultants.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
5.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
6.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>• Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<p>*A Leap Apprentice (2013-2014) cohort is currently transitioning into the role of Assistant Principal at KAPPA</p> <p>*Two teachers served as Common Core Senior Fellows during the 2013-2014 school year</p> <p>*Two teachers are currently (23014-2015) serving as Common Core Social Studies Curriculum Writers</p> <p>*Three teachers and one Assistant Principal are currently (2014-2015) participating in the New Teacher Instructional Mentoring Program</p> <p>*Four teachers participated in the Teacher Leader Program</p> <p>KAPPA Strengths</p> <p>*KAPPA has been able to build capacity in the varied areas of teacher-leadership</p> <p>KAPPA Needs</p> <p>*Several of the participants previously/currently participating in professional development programs are the same staff members</p>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, 25% of teachers and supervisors will participate in annual programs that will support their professional growth.</p>

### Part 3 – Action Plan

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

KAPPA will write and apply for grants in order to support the instructional goals of the school	*Select Teacher *Select parents *Select supervisors	September 2014-June 2015	Consultants
KAPPA will hire and/or use CEI-PEA professional development hours to facilitate professional development for staff	Teachers	September 2014-June 2015	Consultants

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Consultants</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
Mid-point benchmark – By January, 2015 KAPPA would have sponsored professional development to at least 25% of its staff.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
7.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
8.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

As a whole, we are consistently working towards being a community with high levels of parental involvement throughout grades 5-8. We encourage parental involvement by creating a welcoming environment for parents through the following:

- KAPPA’s Open Door policy
- Open House every Thursday (Visitors and Prospective Students)
- Saturday Orientation (New Students)
- Summer Orientation (New Students)
- Father/Daughter Dance
- Father/Son Softball League
- School wide Carnival
- The Gong Show
- Literacy Fair
- Toy and Canned good drives
- Parent based Workshops
- District 9 Parent Coordinators of Morrisania Cohort Events
- International Day

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, parental involvement will increase by 10%, as compared to the previous year, with the implementation of digitally archived workshops, seminars, webinars etc.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with</li> </ul>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Develop parent workshops based on parent interests.	All parents, students, and key stakeholders	The start date for this project would be January 2015. We will have met our goal by June 2015.	*Sheri Warren, Principal (P. Ramirez, Parent Coordinator *External Professional Development Facilitators
Appoint a moderator for the PA meetings	All parents, students, and key stakeholders	The start date for this project would be January 2015. We will have met our goal by June 2015.	*Sheri Warren, Principal (P. Ramirez, Parent Coordinator *External Professional Development Facilitators
Order Video equipment to create digital recordings	All parents, students, and key stakeholders	The start date for this project would be January 2015. We will have met our goal by June 2015.	*Sheri Warren, Principal (P. Ramirez, Parent Coordinator *External Professional Development Facilitators
Create introductory database workshop to familiarize parents with our new system	All parents, students, and key stakeholders	The start date for this project would be January 2015. We will have met our goal by June 2015.	*Sheri Warren, Principal (P. Ramirez, Parent Coordinator *External Professional Development Facilitators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

*Video recording equipment, laptops, classroom (space to conduct workshops, video moderator)*

**Part 5 – Budget and Resource Alignment**

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

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, K.A.P.P.A, would have digitally archived 2 parent workshops and made them available to parents to view via the K.A.P.P.A. website.

**Part 6b.** Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>*Retained students</li> <li>*Lowest performing 1/3</li> <li>*Teacher referral</li> <li>*Failing subject (2 times)</li> </ul>	<ul style="list-style-type: none"> <li>*Conferring</li> <li>*Discussion prompts</li> <li>*Visual aids</li> <li>*Sentence starters</li> <li>*graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>*One to one</li> <li>*Small group</li> <li>*Whole group discussion</li> </ul>	*During the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>*Retained students</li> <li>*Lowest performing 1/3</li> <li>*Teacher referral</li> <li>*Failing subject (2 times)</li> </ul>	<ul style="list-style-type: none"> <li>*Use of manipulatives</li> <li>*Small group instruction</li> <li>*Project based learning</li> <li>*Conferring</li> <li>*Peer-tutoring</li> <li>*Discussion prompts</li> <li>*Clarifying vocabulary and symbols</li> <li>*Use of real world applications</li> <li>*Build fluency</li> </ul>	<ul style="list-style-type: none"> <li>*One to one</li> <li>*Small group</li> <li>*Whole group discussion</li> </ul>	*During the school day
<b>Science</b>	<ul style="list-style-type: none"> <li>*Retained students</li> <li>*Lowest performing 1/3</li> <li>*Teacher referral</li> <li>*Failing subject (2 times)</li> </ul>	<ul style="list-style-type: none"> <li>*Small group instruction</li> <li>*Conferring</li> <li>*Discussion prompts</li> <li>*Visual aids</li> <li>*Graphic organizers</li> <li>*Clarifying vocabulary and symbols</li> <li>*Project based learning</li> </ul>	<ul style="list-style-type: none"> <li>*One to one</li> <li>*Small group</li> <li>*Whole group discussion</li> </ul>	*During the school day
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>*Retained students</li> <li>*Lowest performing 1/3</li> <li>*Teacher referral</li> <li>*Failing subject (2 times)</li> </ul>	<ul style="list-style-type: none"> <li>*Small group instruction</li> <li>*Discussion prompts</li> <li>*Visual aids</li> <li>*graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>*One to one</li> <li>*Small group</li> <li>*Whole group discussion</li> </ul>	*During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>*Retained students</li> <li>*Overage students</li> <li>*Students identified in RTI Meetings</li> <li>*Failing subjects</li> </ul>	<ul style="list-style-type: none"> <li>*Building character</li> <li>*Learning about respect</li> <li>*</li> <li>*Building character –</li> </ul>	<ul style="list-style-type: none"> <li>*One to one</li> <li>*Small group</li> <li>*Whole group discussion</li> </ul>	*During the school day

	(multiple times)	learning about responsibility		
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**Recruitment**

- Participation in hiring halls and job fairs
- Participation in Open Market System
- Advertising
- Internal Referrals

**Retention**

- Assignments are given based on preferences
- Common Planning
- Professional Development retreats
- Professional Development (onsite/offsite)

**Support**

- Teacher Needs Assessment
- Teacher professional goals
- Team goals (subject/grade)

**Professional Development**

- On-site professional development
- Off –site professional development
- Teachers are reimbursed for taking related classes

**2b. 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).

**Professional Development**

- On-site professional development
- Off –site professional development
- Teachers are reimbursed for taking related classes

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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

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

## **Part 4: SWP Schools Only**

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

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

N/A

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

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

During the Spring of 2014, several teachers volunteered to participate on the MOSL Committee. This committee selects which MOSL's to administer, scores MOSL's selected and then analyzes data to make appropriate decisions to inform instruction.

A Curricular Team composed of supervisors and teachers collegiately plan instructional units, select materials, plan assessment tools and suggest relevant educational trips.

Time is scheduled daily for team planning where teachers and a supervisor plan instructional units.

At grade teacher meetings, teachers meet to plan units, lessons, projects and select instructional materials.

Each Tuesday, teachers meet for 45 minutes after school to engage in instructional planning.

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

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

of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	\$285.313	x	20
Title I School Improvement 1003(a)	Federal	0	0	0
Title I Priority and Focus School Improvement Funds	Federal	0	0	0
Title II, Part A	Federal	0	0	0
Title III, Part A	Federal	\$11,200.00	x	20
Title III, Immigrant	Federal	0	0	0
Tax Levy (FSF)	Local	\$1,602.273.00	0	20

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

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

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

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

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

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

- ❖ **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- ❖ **Title I 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.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

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

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

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

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

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

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

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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, Common Core Learning Standards 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 parents to be involved in their children's learning by attending Parent Learning Workshops
- 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;
- providing parents with Response to Intervention plans for at risk students
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### School-Parent Compact (SPC) Template

#### **SCHOOL-PARENT COMPACT**

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

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

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

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

***Support home-school relationships and improve communication by:***

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

***Provide parents reasonable access to staff by:***

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

***Provide general support to parents by:***

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor

their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>00</b>	Borough <b>Bronx</b>	School Number <b>215</b>
School Name <b>KAPPA MS 215</b>		

### 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 <b>Sheri Warren</b>	Assistant Principal <b>Victoria Dickerson</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Lisa B. Munoz</b>	Guidance Counselor <b>Inez Feliz</b>
Teacher/Subject Area <b>N/A</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Noreen Villanueva</b>
Related Service Provider <b>type here</b>	Other <b>Jack Murad</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>342</b>	Total number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>11.11%</b>
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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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In						1	18	11	8					38
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	1	18	11	8	0	0	0	0	38

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	13

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	10		3	15		4	13	1	2	38

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		
<b>Total</b>	<b>10</b>	<b>0</b>	<b>3</b>	<b>15</b>	<b>0</b>	<b>4</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>38</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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							2	8	4					14
Chinese														0
Russian														0
Bengali							1	1	2					4
Urdu														0
Arabic														0
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1	14	2	2					19
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>18</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

## 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	3	1	1	0	0	0	0	5
Intermediate(I)						0	2	0	2	0	0	0	0	4
Advanced (A)						1	13	10	5	0	0	0	0	29
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>18</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>						0	3	1	1				

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9				9
6	12	1			13
7	7	2			9
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									0
4									0
5	7		1		1				9
6	7		6						13
7	6		3						9
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									0
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.  
All students are administered an ELA diagnostic in late September. This data informs all teachers what specific skills students struggle to master. Based on the data classroom teachers set and monitor S.M.A.R.T goals for each student. The insights this data provides is that ELL students encounter difficulty progressing from advance to proficient on the NYSESLAT, 30 of 35 students scored a level 1 on

state exams. ELLs will need direct instruction and remediation in reading comprehension and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
To move from one performance level to English proficiency, students must score proficient in both the listening/speaking and reading/writing modalities. The data shows that the majority of ELL's at KAPPA are at the advanced proficiency level in all four modalities of listening, speaking, reading and writing. KAPPA's challenge is to move and find effective strategies that will advance these advanced ELL's to the proficient level. Two students took the LAB-R in 2013. The NYSESLAT data reveals that 21 students are long terms ELLs.
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](#))

Paste response to question here:

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?

This data has clear indications and affects instructional decisions. The reading and writing subtests are a particular challenge for ELL students at KAPPA. This challenge in reading and writing is informing our instruction and curriculum decisions. For example, in reading the goal is to develop strong ELL readers who acquire new levels of understanding each time they read whole or parts of texts. This requires students to be interactive readers. Skills that will be developed and practiced are marking and highlighting, questioning, clarifying, visualizing, predicting reading and connecting to what students have read. Academic writing is the targeted skill that gives ELL's increased opportunities to write more formally and informally and to receive feedback from the ESL and classroom teacher. For example, students will brainstorm, complete quick writes, use graphic organizers and storyboards in their prewriting activities. Students who need writing support are guided away from thinking of writing as a one-time process. "ELL's who struggle in writing will often postpone completing writing assignments, thinking that once they sit down and write, the task can be completed in one work session. With guidance and explicit feedback from the ESL teacher and classroom teachers, students will realize that completing a writing assignment involves several steps, such as, narrowing the topic, planning, drafting, revising one or more times."(Ramsey, R., & Pavlik, R. (2001). Reading and Writing Source book. (Teacher's ed., p. 34). Wilmington,MA: Houghton Mifflin Comapany). At each step of the process students will receive explicit feedback from their teachers. If needed native language is used in the classroom by students to support second language acquisition. ELLs are scoring as well as their English Proficient counterparts on the State ELA and Math exams. Success is evaluated for ELL's by analyzing NYSESLAT data, state exams, informal assessments and student proficiency leaps.

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](#).)

KA.P.P.A. is not a K-5 school. However, based upon various types of formative and summative data, the lone ELL fifth grader is grouped heterogeneously with her fifth grade classmates. She is paired with a triad of students who possess strong literacy skills. In addition, she is given additional time to complete tests and assessments. The ESL teacher uses the RTI Guide for Teachers of ESL to inform her 5th grade lesson plans for instruction.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The Universal Design for Learning framework is used to ensure that second language learners are being considered in instructional decisions. This framework is utilized to address learner variability. Multiple means representation, action and expression and engagement are used to develop lessons that cater to a variety of student learning styles. The UDL guidelines are incorporated in every unit and daily lesson plan. All teachers know the ELL students educational history and background and this information is used to inform their instruction.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success is evaluated for ELLs in a variety of ways. Formative and summative data are analyzed. For example, we expect students to mak gains on the NYSESLAT, state exams, informal assessments , and formative classroom assessments. Meeting AYP is not heavily utilized, at the time, since the school has a history of meeting AYP.

## 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](#).)  
As per Commissioner's Regulations Part 154, (CR Part 154) school districts in New York State must follow the approved procedure for identifying students who are Limited English Proficient (LEP) in order to provide them services. Prospective students and a parent are interviewed and given an informal assessment in English by Principal Warren, and if applicable, by Guidance counselor, Inez Feliz. Next, a Home Language Identification Survey (HLIS) is completed to determine whether there is a language other than English present in the home. If a language other than English is indicated in the HLIS then ESL licensed teacher, Lisa Munoz administers the Language Assessment Battery-Revised (LAB-R) assessment. The LAB-R is handscored to ensure proper placement within 10 days of their enrollment.
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.  
Upon determination of ELLs eligibility, parents are invited to a parent orientation during which parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form During the interview process all parents or guardians are informed that KAPPA offers only a Freestanding ESL program. During the meeting if parents express a preference for Transitional Bilingual Education or Dual Language Program they are given the list of schools where these programs are currently offered. They are also informed about other dual language, bilingual and transitional bilingual programs available in neighboring middle schools.
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 [\[see tool kit\]](#).)  
Based on the program selection form and the LAB-R results students are placed in the appropriate level of proficiency and program within 10 days of enrollment. If the parent selection form. (Transitional Bilingual Education, Dual Language and Freestanding English As A second Language)The eligibility of ELL program participation for new students and returning students is finalized through distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure understanding of Program selection forms. A copy of all letters issued are maintained in the ELL portfolio along with completed items such as Parents surveys, Program selection forms.
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.  
If a student scores at or below the cut off score provided for the LAB-R, s/he is considered an English Language Learner (ELL) and placed in a Freestanding English as a Second Language (ESL) program with the mandated number of units of study of ESL depending on their English proficiency levels. Parents receive a welcome letter from ESL teacher Lisa Munoz, informing them that their child will be receiving ESL services. The LAB-R is the only New York State approved assessment for initial identification of students as Limited English Proficient (LEP) and for initial placement into English proficiency levels. It is given upon entry and is given only once. If a student is transferring schools within New York City, the student's testing history is reviewed to determine his/her English proficiency. Parent meetings, parent workshops and informational mailings have been planned for this school year to ensure that all documentation activities have been completed and to strengthen Parent's knowledge of the prescribed ELL program.
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.  
In order to ensure all ELLs receive the NYSESLAT annually the Lab-R, NYSESLAT Exam History Report (RLAT) is used to determine NYSESLAT eligibility. The New York State English as a Second Language Achievement Test (NYSESLAT) is the only New York State approved assessment to determine progress and continued eligibility for bilingual and ESL services. It is given to every ELL annually in the spring. During the interview process all parents or guardians are informed that KAPPA offers only a Freestanding 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  
After reviewing the Parent Survey and Program Selection forms, 95 % of parents or guardians choose to enroll their children in the KAPPA ESL program in lieu of selecting other ELL programs. Parents are aware that they have a choice. This is the best evidence that KAPPA is aligned with parental requests.

## 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])?

The push-in ESL program is built off the idea that pulling students out of their classrooms can prevent students from fully integrating into the classroom and that students will miss classwork while they are gone. Push-in means that the ESL teacher comes into the classroom to service students for the mandated time as per CR Part 154. It is extremely important for the ESL teacher and the classroom teacher to work closely together to meet the academic needs of ELL students. The ESL teacher and the classroom teacher collaborate on the unit of study to determine the various ways the ESL teacher will work in the classroom. One way is for the ESL teacher to team-teach with the subject teacher. The ESL teacher and the English Language Arts teacher (ELA) take turns delivering lessons, with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. A second option is for the ESL teacher to pull a small group of ELLs during independent work time to reinforce or re-teach a skill. This can also be a time to teach more basic language skills or grammar points. A third way for the ESL teacher to service the students is to sit with the students one on one to assess reading and writing skills during independent reading and writing work time. The skills addressed during the one-on-one sessions are aligned to the ELA teacher's unit of study.

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)?

According to their grade and proficiency level ELL students receive a mandated (CR PART 154) number of units of study (a unit is

180 minutes per week). Beginners and intermediate level students will receive 360 minutes of ESL instruction. Advanced ELL students will receive 180 minutes of ESL instruction. The ESL teacher pushes in to work with every ESL student four days a week, for a 45-minute period for the advanced students. Beginners and Intermediate students are seen five days a week for two 45 minute periods a day. ELL students also receive targeted ELA/ESL instruction during the extended day program.

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.

Differentiated instruction is delivered in all content areas subjects including ESL. Webb's Depth of Knowledge questions are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. KAPPA has heterogeneously grouped classes in grades 5-8. ESL groups are arranged by grade level. The student's proficiency levels are based on the LAB-R, NYSESLAT and informal assessment results. The ESL teacher pushes into each ELA class for a 45 -minute period during either the reader or writer's workshop. The ESL teacher will work with ELLs to introduce academic vocabulary, build prior knowledge and develop fluency and comprehension in academic English reading and writing in order to meet the needs of the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
A full bilingual program requiring native language instruction is not offered in this school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to teacher constructed exams that test the four modalities of English acquisition, ELLs take the ELL Periodic Assessment which test the four modalities several times a year. In addition, all ELL students are provided instruction in all four modalities: listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT.

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).

At the beginning of the academic year all classroom teachers receive a list of ELL students in their class along with their English proficiency levels. The instructional plan for SIFE students is to target reading and writing interventions during after school programs to support academic achievement.

Newcomers will receive one-on-one instruction with the ESL teacher while being immersed in English in their classrooms. Several methodologies will be incorporated, such as visual aids, total physical response and use of their native language in instruction as allowable. Once students are required to take the New York State ELA examination, newcomer ELLs are required to attend ELA/ESL after school programs.

For long-term ELL students the targeted intervention is focused on improving and supporting academic writing skills. These skills can include:

- Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions
- Summarization, which involves explicitly and systematically teaching students how to summarize text

Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions

- Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete
- Word Processing, which uses computers and word processors as instructional supports for writing assignments
- Sentence Combining, which involves teaching students to construct more complex, sophisticated sentences
- Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition
- Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task

-Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing

- Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing

- Writing for Content Learning, which uses writing as a tool for learning content material "(Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education. We also pay special attention to the needs of those students who pass the NYSESLAT.

Differentiated instruction is provided according to age and grade level for the two year extension.

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?

In order to reach all learners, all teachers use a variety of strategies to provide access to academic content areas and to accelerate English language developments. These strategies include: Universal Design for Learning entry points, small group instruction. Modified grade level text, graphic organizers, vocabulary development and reviewing student data at grade level meetings.

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?

In order to achieve ELL-SWDs IEP goals and attain English proficiency in the least restrictive environment the school uses curricular, instructional and scheduling flexibility by providing push in ELL services and push in SETSS. Also, these students are given opportunities to attend academic afterschool programs 4 times a week instead of twice a week (general education) In addition, the teachers of these students have common planning periods that allow for the examination of student work and differentiated lesson planning.

**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
<b>FOR TBE /DL PROGRAMS:</b> 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**

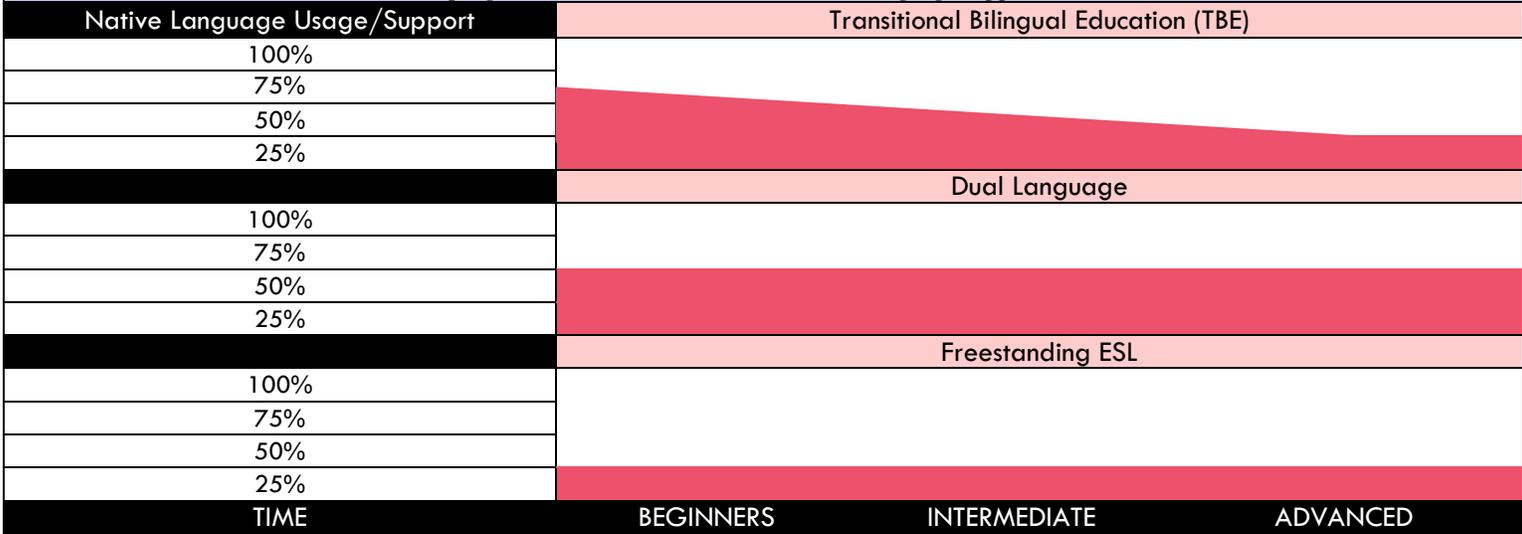
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.
- This academic year ELA/Social Studies and Science curriculum has targeted interventions such as; using vocabulary as a curricular anchor: using visual to reinforce concepts and vocabulary; implementing cooperative learning; using visuals to reinforce concepts and vocabulary; and modeling cognitive and academic language demands. Vocabulary development is integrated with all aspects of the ELA instructional program. During Math Skill periods provide additional support for ELL students who have difficulty keeping up with day to day expectations. This period is also designed to detect and provide ongoing support to students before they fall behind. Selection of instructional materials and activities is intended to support student learning during classtime. In all classes special settings and supplemental instruction are provided by the classroom teacher. ELL students are required to attend an after school program in ELA and math taught by the ESL teacher and the grade math teacher who incorporates ESL methodologies in his/her targeted instructional program. ESL classes are taught in English. The after school program is designed to assist with transitional ELL's reaching proficiency on the NYSESLAT.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the past several years Kappa had met both of their Title III AMAO goals. All teachers in all subject areas are aware that they are teachers of ELLs and are incorporating strategies to reach all students. . The program is meeting the needs of ELLs in both content and language development by the following ways:
- Teachers are choosing Common Core aligned content concepts for age appropriateness and that "fit" with educational background of students.
- Teachers use supplementary materials to make lessons clear and meaningful.
- Teachers adapt content to all levels of student proficiency—use graphic organizers, study guides, taped texts, jigsaw reading...
- Students are provided meaningful and authentic activities that integrate lesson concepts with language opportunities.
11. What new programs or improvements will be considered for the upcoming school year?
- Kappa is thinking of adding a Saturday program.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students have equal access to all school programs. ELL students are offered the opportunity to participate in all school, after school learning programs. ELL's are encouraged to participate in activities such as; Student Government; Yearbook Club and Math Club. In the future we hope to provide supplementary programs through Saturday and Holiday academies.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Expeditionary Learning and Go Math are two instructional materials used to support ELLs. Students engage with their peers in academic conversation and can study models of the four modalities of English acquisition. Technology used to support ELLs are smartboards, document cameras, and laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All students are taught in English in the ESL program. ELL students have access to bilingual student materials such as, dictionaries and content thesaurus.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Teachers use the Universal Design Learning instructional strategies to design, develop and deliver instruction that effectively meet the ages and grade levels of the ELL. Children's cultural background and prior knowledge are often used to develop effective programs to meet the ELL's specific learning needs. All required services support, and resources correspond to ELLs ages and grades.
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.

All staff members know that entering a new school can be overwhelming, especially if the newcomer don't speak English. To make the experience as welcoming as possible for new students, pedagogues are notified to initiate testing and determine if the students is eligible for ELL services. All effort are made to get the newcomer to meet other students who speak their language. A helpful tool is to introduce a newcomer to a native peer, so that he or she can begin immediately to hear and repeat the sounds of the new language. All classroom teachers are encouraged to pay special attention to the newcomers to help them make a successful transition. The new student may have questions that are still unanswered a special meeting is held. Newly enrolled students and their parents and guardians are offered a full day orientation, a week long orientation for 5th graders and a celebratory barbeque prior to the beginning of the school years. All subjects and clubs are offered to ELL students

18. What language electives are offered to ELLs?

No language electives are currently offered to students.

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)?

Paste response to questions here:

### 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.

All teachers will attend professional development opportunities given throughout the year given by the Office of English Language Learners (New York City) and the NY TESOL. In addition, on site professional development will be provided by external consultants during Chancellor's Conference Days and during common planning times. This professional development is required for all pedagogues, administrators and paraprofessionals. Educational articles and books which focus on ELL instruction will be read throughout the year. There are no occupational therapists/ physical therapists currently working at K.A..PP.A.

## 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?

The school sponsors and conducts a wide variety of programs and activities that engage parents/guardians in the academic and social development of their children. Kappa plans the following programs and activities.

1. Creation and distribution of parent manuals
2. Mandatory orientation for prospective parents
3. Mandatory orientation for prospective new students
4. Annual "Meet and Greet" and Curriculum Night with special sessions for ELL parents
5. KAPPA website
6. Distribution of KAPPA paraphernalia and KAPPA literature
7. Workshop- "What every KAPPA Parent Should Know"
8. Workshop- "How to Assist Your Child with Homework"
9. Workshop- "Effective discipline"
10. Workshop- "Effective Test Preparation in ELA and Math"
11. Workshop- "How to Prepare the ELL Student to achieve on Standardized Tests"
12. Workshop- "High School Articulation"
13. Honor Roll Luncheons

## 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.

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>09X215</u>		School DBN: <u>534</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheri Warren	Principal		11/1/13
Victoria Dickerson	Assistant Principal		11/1/13
Noreen Villanueva	Parent Coordinator		11/1/13
Lisa Munoz	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Inez Feliz	Guidance Counselor		11/1/13
	Network Leader		1/1/01
Jack Murad	Other <u>F-Status</u>		11/1/13
	Other _____		1/1/01
	Other _____		1/1/01

	Other _____		1/1/01
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## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 09X215

School Name: KAPPA

Cluster: 534

Network: CEI-PEA

**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**

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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.

Our students come from Spanish, Bengali, Twi, Fulani, Mandinka, Soninke and Wolof speaking families. This information is obtained from Home Language Surveys, Emergency cards, ATS reports and from meeting parents on Curriculum Night and Parent-Teacher Conferences. In the majority of families, at least one adult is able to communicate proficiently in English based on conversations during in-take and other meetings.

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.

In analyzing the data from ATS, Home Language Surveys, Emergency cards and meeting the parents of our students, it is evident that all information, whether in written form or oral presentation, needs to be provided in various languages. In addition to using the English proficient adult members of our students families in relaying information to parents. School members are made aware of this information during grade and staff meetings.

## Part B: Strategies and Activities

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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.

In general, all school letters and school notices are provided in both English and Spanish by several staff members that are bilingual. Some documents are taken directly from the NYCDOE website which already provides translations in several languages.

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.

Several staff members are available to provide oral interpretations when meeting with parents including teachers, the Parent Coordinator, Guidance counselor. All parent events are presented in both English and Spanish by in house staff members. Recorded messages are also provided in English and Spanish as well.

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>.

At the beginning of the school year,, the school will determine the primary languages of the population being serviced. In reviewing the data the languages used by more than 10% of the population will be targeted. In-house personnel will be used and if needed, DOE translation will be utilized.



**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 as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: K.A.P.P.A	DBN: 09x215
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: 1
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Direct Instructional Supplement program is designed to move long term ELLs, along the continuum in the area of Literacy instruction so that they can ultimately transition out of needing ELL services. In order to meet the AMAO targets and the Common Core Learning Standards (CCLS) the program will focus on academic language reading and writing skills. The program will use a variety of tailored materials that are genre specific and differentiated to enable ELLs to meet the AMAO targets and rigors of the CCLS. Students will receive daily instruction that focuses on the English language. Instruction will include explicit teaching of elements of English (e.g., vocabulary, syntax, and conventions), conversational conventions (e.g., taking turns and signaling disagreement), and strategies for how to learn the language (e.g., taking notes, paying selective attention, and summarizing).

According to the 2014 NYSESLAT data based on 37 ELLs, 67.5% of the ELLs scored Advanced on the NYSESLAT. 30% scored at the Intermediate level and 2.5% scored at the Beginning level. According to the 2014 New York State ELA exam, 89% of the ELLs scored a level 1, 8% scored a level 2 and 3% scored a level 1.

The Direct Instructional Supplement program will serve ELLs in grades 5 through 8. Sixteen percent (6) of the students being served also have IEPs. All six of these students are currently in a 12:1 class.

The Direct Instructional Supplement Program will occur after school. Seventh and 8th grade students will be able to attend for 1 hour on Mondays and Tuesdays. Fifth and sixthth grade students will be able to attend on Wednesdays and Thursdays for one hour after school.

The language of instruction for the program will be English.

A certified ESL teacher will failitate the extended day program

The types of materials to be used will be as follows:

Mastering Standards -English Language Arts (Triumph Learning)

New York Content Reading for the Common Core State Standards (Continental Press)

Finish Line Writing for the Common Core State Standards (Continental Press)

Common Core Clinics (Triumph Learning)

Continental's New York ELLs

### 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:

Professional Development, for English Language Learners, is needed for all teachers at K.A.P.P.A. Since students are grouped heterogeneously throughout all grades, it is imperative that all teachers learn pedagogical strategies designed to improve the Literacy of all ELLs. Even though there are 37 identified ELLs at K.A.P.P.A, there are many who are unidentified because the vast majority of students speak a language other than English at home.

Professional Development will occur during the Chancellor's Conference Days and during team planning sessions. The ESL provider will be provided by our PSO consultant, CEI-PEA as well as off site providers.

Topics to be covered:

Vocabulary Development

Common Core Learning Standards and ELLs

Scaffolding Language and Learning

From Speaking to Writing in the Content Classroom

Reading and Writing in a Second Language

### Part D: Parental Engagement Activities

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

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

Begin description here:

A wide variety of parent engagement activities are targeted toward parents of ELLs. These activities are designed to help parents become acclimated to the school and provide them with support as their children matriculate, while at KAPPA

**Part D: Parental Engagement Activities**

Meetings are held 1-2 times a month and last for at least 2 hours.

Parents are notified of these activities via the monthly calendar, fliers, and announcements via the school messenger service.

Topics that are covered:

KAPPA Orientation (New Parents)	June 2015(Ms.Feliz, Ms. Warren)
Kappa Field Day (New Parents and students)	August 2015(Ms. Feliz, Ms. Dickerson)
KAPPA Meet and Greet (Curriculum Night)	September 2014 (All Staff)
What Every Kappa Parent Should Know	September 2014 (Mr. Gonzalez)
8th Grade Articulation Process	October-December 2014 (Ms. Feliz, Ms. Warren)
Carnival Night	November 2014 (Various Staff)
Father/Daughter Dance	November 2014 (Various Staff)
Cyber bullying	December 2014(Ms. Feliz Parent Coordinator)
How to Help My Child Prepare for the ELA exam	February 2015 (Ms. Warren, ESL Teacher)
How to Help My Child Prepare for the Math exam	March 2015 (Ms. Dickerson, ESL Teacher)
How to Help My Child Prepare the NYSESLAT exam	April/May 2015 (Ms. Munoz)
Father/Son Softball	April 2015 (Various Staff)
Math/Science Fair	May/June 2015 (Various Staff)

**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"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____

**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.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____