

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** KAPPA III  
**DBN (i.e. 01M001):** 12X316  
**Principal:** ELISA ALVAREZ  
**Principal Email:** [EALVAREZ2@SCHOOLS.NYC.GOV](mailto:EALVAREZ2@SCHOOLS.NYC.GOV)  
**Superintendent:** RAFAELA ESPINAL-PACHECO  
**Network Leader:** CHARLES AMUNDSEN

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
ELISA ALVAREZ	*Principal or Designee	
GLENIQUE BENNETT	*UFT Chapter Leader or Designee	
TIFFANY GUZMAN	*PA/PTA President or Designated Co-President	
RHEA FARRELL	DC 37 Representative, if applicable	
CECILIA REYES ELLIS RODRIGUEZ	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
NICOLE VAIRO	Member/ SCHOOL REP	
DAISY DEYNES	Member/ SCHOOL REP	
TALANA HUNTER	Member/ PARENT REP	
TAMMY ADAMS	Member/ PARENT REP	
REBECCA VEGA	Member/ PARENT REP	
MARIO MALAVE	Member/ PARENT REP	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

Teachers will participate in collaborative inquiry work to address needs connected to student achievement. By June 2015, students that performed in the lowest third of the city in grades 6-8 will improve their English Language Arts performance by 2% as measured by the New York State Assessment.

### **Comprehensive Needs Assessment**

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

Through conversations with teacher teams, as well as through review of student achievement data, the school has determined that in order to close the achievement gap we must focus our attention on teacher planning and student output. In order to solidify the important link between planning and achievement, we will focus on student work and also on task design and expectations for all students. Through this weekly analysis of student work, teachers will be able to analyze student learning and when necessary revise curricular plans to reflect student achievement across content areas.

### **Instructional Strategies/Activities**

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

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

1. Identify a specific need within the larger topic selected during the grouping process.
2. Develop an Inquiry question to drive the research process.
3. Engage external research-based resources and internal, such as student work and instructional practice.
4. Define a new instructional strategy and set goals and measurements; implement instructional strategy.
5. Monitor and measure student progress to revise and repeat the Inquiry cycle.

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

1. School Administration, Teachers and Generation Ready Consultants.
2. School Administration, Teachers and Generation Ready Consultants.
3. School Administration, Teachers and Generation Ready Consultants.
4. School Administration, Teachers and Generation Ready Consultants.
5. School Administration, Teachers and Generation Ready Consultants.

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

1. Agendas will be kept for all team meetings.
2. Student analysis will be documented from team meeting and incorporated into Professional Development Planning.
3. Data will be tracked and monitored to gauge improvements throughout the course of the year.
4. Documented evidence of research based topics conducted by inquiry teams and implications for instruction.
5. Increased level of teacher performance as based on the Danielson Framework of Teaching, (4e Growing and Developing Professionally).

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

1. August 2014 – June 2015
2. August 2014 – June 2015
3. August 2014 – June 2015
4. August 2014 – June 2015
5. August 2014 – June 2015

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

Evidence:

1. Agendas and attendance from Inquiry Teams.
2. Teacher teams will complete templates from the prescribed text: Collaborative Inquiry for Educators: A Facilitators Guide to School Improvement by Jenn Donohoo
3. Inquiry cycle calendar of professional Learning
4. New instructional strategies implemented within the classroom will be evident in lesson plans and or unit plans.
5. Post unit assessments used to monitor student progress

**Strategies to Increase Parental Involvement**

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

We maintain an open-door policy and encourage our parents to join their child for class presentations.  
Our parent coordinator will establish a rapport of communication with parents/guardians of our school community to assist in understanding the Common Core Learning Standards.  
Our Parent Coordinator will ensure that parents receive their child's (Aris and Skedula) information to help monitor student progress.  
Our Parent Coordinator will provide parents with a weekly chronicle (printed and via e-mail) to ensure parents are informed on a weekly basis with our school news.  
Our Parent Coordinator will make daily phone calls, work with our Attendance Liaison to increase the students overall attendance.  
Our Parent Coordinator will increase the number of parent workshops and diversify the time schedule so as to afford working parents time to attend.  
Our Parent Coordinator will establish workshop sessions that include outside entities that promote home-school connection.  
We maintain an open-door policy and encourage our parents to meet their children at lunch or to come in and join their child for class presentations.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Teachers will use multiple strategies when checking for understanding and providing students with feedback. As a result, 75% of our students will improve their understanding on how to provide appropriate and meaningful evidence when citing text to support claims, as measured by the City-Wide Performance Task.

### **Comprehensive Needs Assessment**

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

The development of the questioning and discussion techniques is essential to the instructional shifts required by the Common Core State Standards. This work includes addressing the needs of English Language Learners, Special Needs Students and addressing the levels of Gifted Students by looking at text complexity and rigorous instruction. It is the school's goal to improve the writing ability of all students.

### **Instructional Strategies/Activities**

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

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

1. Ongoing Professional Learning through Looking at Student Work at grade level meetings following the TIF model, facilitated by TIF lead teachers.
2. Select Inquiry teams will explore and present their findings on the following topics: Checking for Understanding, Student Feedback and Student Self-Monitoring Strategies.
3. Inter-visitation to observe effective checks for understanding.
4. Renewed focus for independent and small group instruction.

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

1. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
2. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
3. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.
4. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.

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

1. Students write daily for a variety of purposes and publish original pieces of writing using authentic models.
2. The use of Institute For Learning Patterned Way of Reading and Writing directs students to re-read selected passages with guided scaffolding support.
3. Effective teaching strategies will be discussed at grade / content team meetings to necessitate a focus on literacy, primarily writing as per the Common Core Learning Standards.
4. School-wide protocols being used for close reading of complex text during small group instruction.

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

1. August 2014 – June 2015
2. August 2014 – June 2015
3. August 2014 – June 2015
4. August 2014 – June 2015

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

Evidence

1. Surveys will be given after Professional Development sessions to gauge its effectiveness.
2. Evidence of a variety of formative assessments in Skedula, student portfolios, bulletin boards.
3. Evidence of adjustments made in instruction based on student understanding as measured by the checks for understanding.
4. Administration will constantly monitor/track observations and feedback to ensure compliance and growth.

### **Strategies to Increase Parental Involvement**

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

Principal and Professors will send out a weekly newsletter that emphasizes curriculum of study to serve as a dialogue between home and school.

The Principal and Assistant Principals will communicate the School Wide Policy to all parents during Parent-Teacher Forum and Parent Teacher Association meetings.

All Professors will create a workshop model forum reflecting one unit of study in their respective content areas. This forum will be held afterschool and Saturdays to accommodate Parental participation.

***Budget and Resource Alignment***

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

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

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### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

By June 2015, 100% of the teachers will collaborate in content teams to improve strategies for small group targeted instruction to evaluate students' assessments and performance tasks as measured by the appropriate rubrics and a prescribed protocol for looking at students' work to evaluate and monitor students' progress and to adjust teacher practice geared towards promoting students' success

#### **Comprehensive Needs Assessment**

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

The initiatives by the State of New York have established the need for unified Learning Standards. As such, the need for proved researched based tool for teacher effectiveness is also required. Based on these initiatives we concluded that we needed to place strategic times within our schedule, to have conversations about small group instruction, units of study and academic rigor.

#### **Instructional Strategies/Activities**

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

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

1. Teachers Setting up procedures and routines for meaningful independent practice to allow for teacher – student conferencing.
2. Using data (DRP, running records, Go Math, portfolios, I-Ready) to create intentional groupings to devise strategic skill based lessons to address identified needs and weaknesses..
3. Our Grade/Content Teams will continue examining qualities of students' work and current task requirements to inform instruction and targeted intervention. Teachers will collect student work from a variety of data sources in all subject areas.
4. In common planning meetings teachers will collaborate to create a unit of study and student task that is aligned to the Common Core Learning Standards.

##### **1. Key personnel and other resources used to implement each strategy/activity**

1. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
2. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
3. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
4. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.

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

1. Our grade/content meetings will focus primarily on looking at student work to determine the level of small group instruction, academic rigor and identify areas of skills in need of intervention.
2. Professional development will be provided by our peer instructional coaches with emphasis on scaffolding strategies, questioning – discussion techniques and assessment in order to place students in appropriate level of grouping.
3. Develop a response to intervention program to address the needs for all learners.
4. Redefine units of study in the instructional shifts to effectively implement the Common Core State Standards.

##### **3. Timeline for implementation and completion including start and end dates**

1. August 2014 – June 2015
2. August 2014 – June 2015
3. August 2014 – June 2015
4. August 2014 – June 2015

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

Evidence:

1. Professional Development will be provided by our peer instructional coaches with emphasis on scaffolding strategies, creating intentional groupings, small group instruction and designing tiered instruction – discussion techniques and assessment in order to provide points of entry for every learner.
2. Through the cycle of formal/informal observations, administrators will measure the effectiveness of groupings and small group instruction.
3. Our grade/content team meetings will focus primarily on looking at student work to determine the level of academic rigor and identify areas of skills in need of intervention. Based on the findings of the data and teacher feedback the teams will determine which strategies to implement across grade and content for a unified

approach. A tool kit of strategies will be created as a result.

4.The atlas curriculum planning tool will be used to establish transparency across all discipline. This will facilitate lesson plans, tasks and units of instruction to be available for cross curricula planning as aligned in the Common Core Learning Standards.

***Strategies to Increase Parental Involvement***

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

Our Parent Coordinator will establish a book study that unifies and promotes literacy among our parent/guardian community.

We will work with outside organizations such as Learning Leaders, to promote reading and writing strategies in the home to enhance the academic skills of the child.

We will provide opportunities to share and highlight student engagement and learning outcomes with parent/guardians, such as our Science Fair.

***Budget and Resource Alignment***

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

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

## Goal and Action Plan #4

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

### Annual Goal #4

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

We will establish lead teachers as identified through the Teacher Incentive Fund initiative. As a direct correlation to student achievement, the identified subgroup of students who scored between a 55%-60% during the first marking period will improve their performance in all core subject areas by receiving a passing grade of 65% or higher; this will be evident on scholarship reports as end of year summary.

### Comprehensive Needs Assessment

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

It is documented that student achievement is directly linked to the performance and increased level of expertise of teachers. School leaders are to provide opportunities for the majority of teachers to share in collaboration their levels of expertise throughout the entire school community. School leaders will also provide a systematic protocol for highly effective teachers to share in low-inference/feedback sessions with colleagues for improvement in classroom practice. This would allow all content areas specialists to make contributions that would impact on school-wide initiatives such as small group instruction, analyzing student data and providing feedback with targeted instruction.

### Instructional Strategies/Activities

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

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

1. Science and Math lead teachers will participate in the STEM initiative.
2. Teacher Incentive Fund Coaches (TIF's) will facilitate the grade level team meetings.
3. Content Department lead teachers will facilitate department meetings in collaboration with outside consultants and administrators.
4. Lead teachers will draw upon their teaching experience to serve as expert resources, mentors or counselors for new and developing teachers.
5. Lead teachers will provide constructive criticism and helpful solutions to other teachers with inclusion, collaboration and encouragement.

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

1. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
2. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support and Generation Ready Consultants.
3. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.
4. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.
5. School Administration, Teachers, Teacher Incentive Fund Coaches, Network Support, and Generation Ready Consultants.

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

1. Two teachers will be identified as Peer Instructional Coaches.
2. Three teachers will be identified as Demonstration Teachers.
3. Time will be set-aside for all teachers to conduct inter-visitation sessions and view areas of highly effective teaching practices that will have a direct impact on their improvement of teacher/classroom practice.
4. The teachers schedule will reflect mentoring sessions to include articulation sessions between the mentor and mentee.
5. All teachers will participate in Inquiry Team research studies and share out findings for school wide impact.

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

1. August 2014 – June 2015
2. August 2014 – June 2015
3. August 2014 – June 2015
4. August 2014 – June 2015
5. August 2014 – June 2015

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

Evidence

1. Outside consultants (Generation Ready) and administrators will provide support as well as personal one to one sessions for individualized guidance in material, content and delivery of peer Professional Learning.

2. The Principal and Assistant Principals will provide ongoing feedback through informal/formal observations to lead teachers to improve teacher to teacher presentation.
3. Professional Learning by our peer instructional coaches (TIF) will be provided with topics of study created as tiered sessions to address teacher effectiveness as identified by the Danielson Framework of Teaching.
4. Lead teachers will meet individually and in small group sessions with the (Teacher Team Leader) to engage in planning Professional Learning on low inference observational opportunities and effective feedback.
5. Inter-School Teacher Development Coach will work with peer instructional coaches to develop professional learning workshops for the growth of other pedagogues. Topics will include checking for understanding, effective feedback and instructional grouping.

**Strategies to Increase Parental Involvement**

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

- Our school will further encourage school-level parent involvement by:
- Hosting educational family events/activities during Parent –Teacher Conferences and throughout the year.
  - Encouraging meaningful parent participation on School Leadership Teams, Parent Association.
  - Supporting or hosting Family Day events.
  - Establishing a Parent Resource /Area and providing instructional materials for parents.
  - Hosting events to support parents/guardians and grandparents.
  - 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.
  - 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 home.
  - School messenger home phone system.

**Budget and Resource Alignment**

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

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

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## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</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>ELA</b>	<p>During RTI the following programs are being utilized: News ELA, I-Ready, Achieve 3000, Spotlight, and Code X. News ELA is used to create assignments based on lexile levels Differentiate assignments, based on student levels, interest and learning modalities.</p> <p>Use kits to develop student skills and sub-skills strengths in areas that need attention.</p> <p>English Language Arts teachers, with the guidance of the ELA consultant will plan and implement strategies to address the identified needs of the learner</p> <p>Students will learn and apply varied reading comprehension skills as modeled by the teacher.</p> <p>Parents will be sent quarterly progress reports to reflect gains.</p>	Small Group Instruction	<p>All students will meet four times every other week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>Students scoring level two or below are mandated and or invited to attend afternoon and/or Saturday tutoring sessions.</p>
<b>Mathematics</b>	<p>During RTI the following programs are being utilized: Skill and Drill, Weekly word problems, CMP, teacher made materials and I Ready</p> <p>Small group instruction</p> <p>I Ready is used to create assignments based on skills</p> <p>Differentiate assignments, based on student levels, interest and learning modalities.</p> <p>Students scoring level two or below are mandated and or invited to attend morning or afternoon tutoring sessions.</p> <p>Parents will be sent quarterly progress</p>	Small Group Instruction	<p>All students will meet four times every other week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics</p> <p>Students scoring level two or below are mandated and or invited to attend afternoon and/or Saturday tutoring sessions.</p>

	reports to reflect gains.		
<b>Science</b>	<p>Students will receive additional services to support, as needed the development of writing labs, review for testing and completion of science projects. Implement a hands-on learning Achieve 3000 will be used to support science units of study approach through the use of FOSS Kits Students will use a hands mobile science lab utilizing a variety of learning modalities. Parents will be sent quarterly progress reports to reflect gains.</p>	Small Group Instruction	<p>Selected students will meet one/two or times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>
<b>Social Studies</b>	<p>Develop the skills to answer document based questions Graphs and illustrations will be used to develop a greater understanding of interpretive data. Compare and contrast two or more documents in historical data. Students will receive additional support as needed for the development of essay writing, completion of social studies projects and test review. Parents will be sent quarterly progress reports to reflect gains.</p>	Small Group Instruction	<p>Selected students will meet one/two or times a week, during the school day as part of their regular program for an academy that is designed to address the skills in need as identified by our quarterly diagnostics Students scoring level two or below are mandated and or invited to attend afternoon tutoring sessions.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Our guidance counselor provides group and one-on-one counseling to at-risk students. In addition our guidance counselor has created an advisory component to service all of the students in the school. This service occurs during the school-day. Our counselor also services students referred to him via our Pupil Personnel Team. Our PPT committee receives referrals from teachers and parents with concern of a child's social/emotional state as well as academic deficiencies. When necessary our school counselor will mediate meetings with parents and students to discuss school performances.</p>	Small Group Instruction	<p>Selected students will meet one or two times a week, during the school day as part of their regular program for an academy that is designed to address the needs on an individual basis.</p>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To close the achievement gap we are taking steps to recruit and retain highly qualified teachers. The following structures have been created to achieve this goal: <ol style="list-style-type: none"> <li>1. Create additional time for teachers during the school day to plan, use data, share ideas and work collaboratively in a positive and inviting environment.</li> <li>2. Grade level team work was established to build teacher collaboration through the creation and ongoing support of grade level teacher teams.</li> <li>3. Instruction leaders play a key role in establishing an emphasis on the use of data to drive instructional decisions. These leaders also sit directly in all grade and content team meetings. In their role they have the ability to use coaching, mentoring and professional development skills to convey the importance of the learning as they work together.</li> <li>4. Our Instructional Lead teachers have significant input into the hiring decisions and professional development provided at KAPPA. Our Instructional Lead Teachers make up the panel as the potential applicant is interviewed as well as they serve as observational participants in viewing the demonstration lesson of the applicant.</li> <li>5. Mentors are assigned to support struggling and unqualified teachers.</li> <li>6. Support those teachers who are not currently highly qualified to continue their course work and inform staff about opportunities state wide and city wide for continuing education and obtaining licensure. Teachers regularly meet and are provided professional development in various areas and particularly individualized for those who are not highly qualified.</li> </ol>

**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 is essential to our school. All teachers are required to be a part of at least one Professional Learning Community. Our Professional Development occurs twice a week and staff is engaged in inquiry-based work around the Common Core State Standards. We have instilled extra time that is dedicated towards high quality, ongoing professional development. Additionally, administration, teachers and paraprofessionals attend off-site PD opportunities regularly.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We follow all procedures and protocols as per all SAM memos and are sure to allocate all funding appropriately. The Network serves as a cross-checking system to ensure compliance.

**SWP Schools Only**

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

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

**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
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assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

We use all New York State Common Core State Standards aligned summative assessments and utilize all DOE provided baseline and benchmark assessments. Teachers were asked to administer the MOSL assessments this year as per the new evaluation system. All of these assessments are mandatory. In terms of classroom assessments, teachers have autonomy. Teachers craft their own assessments to monitor scholar progress in individual classes. We use CMP3 math programs which come with their own assessments. Data driven instruction and Common Core State Standards alignment are topics of many PD sessions throughout the year. We also offer a differentiated PD menu where teachers can select from various PD options.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

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**Parent Involvement Policy (PIP) Template**

KAPPA III'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:

- create and sustain Book Talks for Parents with topics of interest as requested through our parent needs survey, Parent/Professor Forums to discuss academic curriculum of each grade and State Initiatives such as the Common Core Learning Standard and Social Events to make connections within the school community.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting

to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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 more parents to become trained school volunteers.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**KAPPA III COMMITMENT TO EXCELLENCE  
PARENT/GUARDIAN COMPACT**

**Parent's/Guardian's Commitment**

**I fully commit to KAPPA III in the following ways:**

Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_  
\_\_\_\_\_

We fully commit to KAPPA III in the following ways:

- We will make sure our child arrives at KAPPA III on time, ready for homeroom in proper uniform.
- We will make arrangements so our child can remain at KAPPA III until 2:30 pm as identified in our child's schedule.
- We will arrange for our child to come on appropriate tutoring sessions on: Wednesday-Friday 2:30-4:00 and/or Saturdays from 9:00 am – 12:00 pm.
- We will ensure that our child comes to KAPPA III during the summer school orientation the week of August.
- We will always help our child in the best way we know how and will do whatever it takes for him/her to learn. We will check our child's school work and homework every night, and let him/her call the teacher if there is a problem with the homework. We will make sure our child reads every night.
- We will always make ourselves available to our child and the school to address all concerns.
- We will carefully read all papers that the school sends home to us, and will sign and return them promptly.
- We will submit a note/letter to the school whenever our child is absent. We will allow our child to go on KAPPA III field trips.
- We will make sure our child follows the KAPPA III dress code.
- We will ensure that our child has all of the necessary school supplies and materials needed, on a *daily basis*.
- We understand that our child must follow the KAPPA III rules to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- We will assist the school in fundraising activities; attend orientations, conferences and family activities.
- Celebrations must be discussed with class professor, clear with administrator. Any celebration must adhere to the last 30 minutes of the school day. Parent/Guardian must be aware of allergies that students many have, therefore nuts of any kind is prohibited in our school.
- We will make all attempts to schedule any outside appointments for our child towards the beginning or end of the day.
- We understand that the school staff will routinely contact us with any concerns or praise regarding our child and we will cooperate fully with any requests made.
- We understand that a KAPPA III, no excuses are accepted and excellence is expected.

***Failure to adhere to the commitment may cause my child to lose various KAPPA III privileges and lead to his/her expulsion from KAPPA III.***

**Parent(s)/Guardian(s) Signatures:** \_\_\_\_\_  
\_\_\_\_\_

**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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	\$304,347.78	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,083,550.00	X	See action plan

**<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.

**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>12</b>	Borough <b>Bronx</b>	School Number <b>316</b>
School Name <b>KAPPA III</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>Elisa Alvarez</b>	Assistant Principal <b>Jean E Colon &amp; Leia McKinley</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Daisy Deynes</b>	Guidance Counselor <b>Enlly Paulino</b>
Teacher/Subject Area <b>Nicole Vairo</b>	Parent <b>Brenda Luciano</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Brenda McFarlin</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	338	Total number of ELLs	30	ELLs as share of total student population (%)	8.88%
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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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained							0	0	0					0
Push-In							5	4	4					13
<b>Total</b>	0	0	0	0	0	0	5	4	4	0	0	0	0	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	15
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	8

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

	ELLs by Subgroups									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	9		2	13		11	8		2	30

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>9</b>	<b>0</b>	<b>2</b>	<b>13</b>	<b>0</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>30</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**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							15	9	6					30
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</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)							2	0	0					2
Intermediate(I)							2	2	1					5
Advanced (A)							11	7	5					23
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>30</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>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	2			15
7	8	1			9
8	3	2	1		6
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									0
6	10		5						15
7	6		3						9
8	5		1						6
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	6		13		10		1		30
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.  
At KAPPA III we evaluate the students literacy skills through running records and various teacher created materials. For the ELLs that have taken the ELA exam we evaluate the exam results to determine student levels as well. We use the data from the LAB-R and NYSESLAT to also help determine the students' strengths and weaknesses. We have learned from the review of our data that our ELL

students have a strength in listening/ speaking skills and a weakness in reading/ writing skills. Focus is placed on reading and writing skills within all classrooms to concentrate on improving those skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
At KAPPA III we have found that our ELL population consistently do better on the listening/ speaking section of the NYSESLAT and LAB-R across proficiency levels and grades.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The most recent NYSESLAT modalities report is not available at this time. However, in the past the listening/speaking section on the NYSESLAT and LAB-R are consistently higher in our school than the reading/ writing modality, therefore a focus on improving our ELL students in reading/ writing is a priority. Building reading/ writing skills is stressed due to the proficiency levels on all grades. Skills involving main idea, context clues, cause and effect and inferencing are addressed in reading. Emphasis in writing is placed on vocabulary usage and building, grammar, sentence structure, organizing paragraphs, and editing. Scaffolding / differentiation is used in for all ESL students to better serve their needs.

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

The following information is offered to support the freestanding ESL Program at KAPPA III:

- Across proficiencies and grades we find that the students do consistently better in listening/ speaking than they do in reading/ writing. The only state assessment offered in any language other than English is the NYS math exam as well as the 8th grade science test. However, since instruction throughout the school is administered in English, very few students opt to take a translated version of content area exams.

- KAPPA III at this time has chosen not to participate in the optional ELL periodic assessments.
- KAPPA III at this time has chosen not to participate in the optional ELL periodic assessments.

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](#).)

N/A

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

The students' second language development is taken into consideration when making instructional decisions such as which class to place a child, and how the child's classwork is differentiated depending on where they are in terms of their second language acquisition skills. The student's ESL teacher and classroom teachers work closely to determine the needs of the individual student and the ESL teacher assists the teacher in ideas to help plan lessons that have ESL methodologies infused within them.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

The NYSESLAT scores are analyzed for student growth by level and skill. ELL Students in levels 1 & 2 are provided with extra support through focused conferencing. Students are mandated to participate in either the extra-curricular after school State Readiness Program or the Saturday Academy Program, which would benefit their progress in literacy and Mathematics. Explicit vocabulary building and reading comprehension strategies are provided through connected, interdisciplinary units. Running records are utilized to monitor reading levels. Rigorous literature is provided and materials are developed to differentiate according to need and move students to the next level. Math Student progress is monitored through the use of portfolios, and CMP3 testing. Targeted skills and assignments are created in Math to move students to mastery utilizing the corresponding additional CMP3 resources as well as I-Ready New York State Practice and Instructional tools. Lessons are differentiated to address the student needs in Math.

Science & Social Studies All content area teachers are involved in the data analysis and planning for student success. The Inquiry team examined performance indicators in Science and Social Studies to find alignment and connections to skills in ELA, as well as concepts in math. Resources and lessons are developed and differentiated to target skills in need of improvement. Progress is monitored closely by teachers through assessment, portfolios and conferences, progress reports and report cards to identify if the ELL student has met the promotion criteria.

## 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](#).)  
Upon student arrival, the Home Language Identification survey is given to the parents of newly admitted students to fill out by a licensed teacher or Mrs. Alvarez, our school's principal. Help is offered to the parent in explaining the Home Language Survey and how to fill it out. An interpreter is used when needed to fill out the HLIS. There are multiple pedagogues available in the school that can translate between Spanish and English, all other languages have to be called into the NYCDOE translation services. The Home Language Identification Survey is given to the ESL teacher, Ms. Deynes, in order to determine if the student is eligible to take the LAB-R and subsequently eligible for ESL services. Ms. Deynes is also the person that conducts an oral interview with the student. A translator is brought in to help interview a student that can not communicate in English. On the HLIS, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and two questions are marked as other than English is spoken, from questions five to eight, the child is a potential ELL. Once the ESL teacher collects the HILS from parents and determines that a language other than English is spoken at the child's home, the ESL teachers administer the Language Allocation Battery (LAB-R) test to that child within ten days of enrollment. Students that score below proficiency will be eligible for state mandated services and to take the New York State English as a Second Language Achievement Test (NYSESLAT). After the English LAB-R is administered by our ESL teacher, Ms. Deynes, entitled Spanish speaking students also take the Spanish LAB-R. The ESL teacher will prepare students for the NYSESLAT exams they take in the Spring and will differentiate instruction based on proficiency levels. Students at the beginner and intermediate proficiency levels on the NYSESLAT receive 360 minutes of ESL per week and students scoring advanced receive 180 minutes of ESL per week with preparation for the ELA. Entitled students based on the ATS report, the RLER (List of Eligibility Report), take the NYSESLAT exam annually and newly enrolled students are identified based on the LAB-R handscores. The NYSESLAT is administered during the time period allotted by the Department of Education (DOE). The ESL teacher, Ms. Deynes, is trained on the process of administering the NYSESLAT.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Parents of new ESL students are invited to the school for a parent orientation that is offered throughout the year as new ELL students arrive. The ESL teacher and parent coordinator conducts this orientation. The parents are made aware of the different programs offered to ESL students shown through the EPIC video that explains the difference between the three choices for their child (transitional bi-lingual programs, ESL programs, and dual language programs.) The parents make their selection on the Parent Survey and Program Selection Form within ten days of school enrollment which program they would like their child to participate in. The parents are made aware that if the program of their choice is not available at this school, they have the option of applying to a school that offers their choice in their native language, if it exists. We will assist them in finding this information and figure out what options are available for them and their child(ren). For parents of other languages than English, the EPIC video is shown in their native language as well. To form a bi-lingual class, we need a minimum of 15 students from a bridge class of two consecutive grades.
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 [\[see tool kit\]](#).)  
During parent orientation our ESL teacher, Ms. Deynes, distributes entitlement letters to parents and the parent surveys and program selection forms are collected. Ms. Deynes collects all forms and stores them in the ESL office compliance binder for reference. If extra time is needed for the parent to take home the parent survey and program selection form, Ms. Deynes follows up with the parent via phone call to collect the returned forms, if a new form is needed Ms. Deynes sends another form home with the student. Due to

the small number of ELL students we have at KAPPA III, Ms. Deynes is able to personalize the orientation and schedule a time to meet the parent that is convenient to them.

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.

All new ELL students are asked to come in for a parent orientation/ initial meeting with the ESL teacher. At this time the EPIC video is shown in their native language to explain the three possible program choices (TBE, Dual Language, and ESL). Interpreters are present at the meeting to explain to the parents further the program differences, as well as answer any questions the parent may have at that time. If ESL is chosen, the child is placed in the ESL instructional program at that time in our school. If another option (TBE or Dual Language) is chosen the parent is notified that our school does not currently have that choice and we can either assist them in finding a school that does or they can choose to stay in ESL Freestanding in KAPPA III and be placed on a list if we have at least 15 students that would like a TBE class in two consecutive grades to form a class.

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.

A list is first generated from ATS of all the students that will be required to take the NYSESLAT in Spring. Throughout the year the students are being prepared for the knowledge they need to increase their chances of doing well on the exam. A list is created of non-IEP students and IEP students. The students with IEP's will take the NYSESLAT with their test modifications followed. Alternate assessment children will be tested by their age and not current grade level. A schedule is created for IEP students as well as non IEP students to take all four parts of the NYSESLAT. The speaking section is scheduled individually. The listening, reading and writing sections are scheduled based on similar test modifications for IEP students, and based on grade level for non IEP students. A checklist is created to insure that each student takes all four parts of the NYSESLAT. If any student was absent during their scheduled time, they will take the section they missed during a make-up session.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The vast majority of students at KAPPA III came to our school are already in an ESL program. We receive very few, if any new ELL students (new to the NYC school system) during the year. When we do receive new students to the school that is an ESL student, the parents consistently choose to have their child(ren) placed in our ESL program. KAPPA III only offers a freestanding ESL. Traditionally, the parents elect to have their child(ren) remain at this school. Therefore, we are aligned with the parent's wishes.

## 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])?
    - a. At KAPPA III the organizational models we use for ESL instruction is both pull-out and push-in models.
    - b. The students that are serviced via push-in method, traditionally are homogenous groups in the same grade/ class. The students that are serviced via pull-out model are normal heterogenous in grouping. The ESL teacher works collaboratively with the classroom teachers to support the ESL students. Classroom teachers conference regularly with the ESL teacher to learn ESL strategies to assist the ESL student in their classrooms. The ESL teacher supports the ELL students with support such as using manipulatives, expressive language, and total body response when delivery vocabulary, instruction, and/or constant verbal communication to ensure full understanding and grasp of the lesson. Instruction in all content areas is often composed of a mini-lesson (link and modeling), active engagement, independent work, differentiated small groups, and a share. Students are encouraged to incorporate turn and talk, cooperative learning, and partner work throughout the day.
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)?

The only language of instruction at KAPPA III is English. Our program model of ESL receives the following services: beginning and intermediate students receive a minimum of 360 minutes of instruction per week. The advanced students receive 180 minutes of instruction. Those students who have reached their proficiency meet periodically throughout the year with the ESL teacher to ensure that their academic progress is on track. All students at KAPPA III receive a minimum of 8 periods of ELA. The NYS math and science exams are available in the students' native language if they choose to take it in that language. In the past, most of our students choose to take the exams in English.
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.

All instruction at KAPPA III is delivered in English. The students attend content area classes and the ESL teacher reviews what was taught in class by going over the material and especially addressing vocabulary needs. The ESL teacher paraphrases the text books for better understanding. Both English and content areas are addressed using ESL methodologies. Instruction is geared toward meeting the common core learning standards by taking an additive approach and building on prior knowledge and assessing what the students' strengths and weaknesses are. There is articulation with the content area teachers to ensure continuity. All four ESL modalities are fused into all lessons (listening, speaking, reading, and writing.) At KAPPA III reading and writings skills are being addressed through the implementation of the components of a comprehensive literacy approach.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Students may take the NYS math and science exam in their native language if the translated version is available. Students also may use bilingual glossaries when taking exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All lessons that the ESL teacher creates incorporates the use of listening/ speaking/ reading/ and writing skills. The use of questioning techniques facilitate conversations that improve listening and speaking skills. All activities have a reading/ writing component to them. The classroom teachers promote all four modalities as well and are given techniques to do so from the ESL teacher. All teachers make classroom observations in regards to all four modalities and evaluate student work to further evaluate the students' reading and writing skills. The informal assessments described are used on an ongoing basis throughout the school year. The NYSESLAT and LAB-R data as well as NYS state exams in core areas also allow us to track student progress in a more formal way.
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).

a. Sife students will be evaluated initially by the LAB-R scores and a plan of action is developed to assist them. Basic reading and math skills are a focus for them. If the child has no school experience, a beginning reading program is the starting point focusing on sight words, picture/ word correlation, and phonics skills. In math basic addition and subtraction skills with the use of math manipulatives are used. If the student has some schooling history, reading and writing skills would be addressed such as main idea, sequencing, and punctuation and grammar. A teacher is assigned to tutor and mentor that child. Computer programs, such as Rosetta stone and brain pop is used to assist the student via technology. We draw on students' backgrounds, their experiences, cultures, and languages to create a text to self connection.

b. The ELL program starts the students reading and writing from the first class. Basic vocabulary is studied with the use of visual and auditory assistance. Word Gen and short stories are used as a learning tool consisting of a few sentences are written. As a student progresses, longer stories and writing assignments with increasing difficulty is added to the lessons as necessary for testing such as main idea, etc. are introduced. Extended Day services are available for all ELL students. We organize the classroom to ensure that conversation between peers develops academic concepts and language.

c. ELL students in the program with more than three years will be immersed in content area subjects. Content area vocabulary will be developed. Reading and writing will encompass literature in the different subject areas and skills needed to understand those stories such as the use of chunking. The major emphasis moved from listening/ speaking skills and to reading/ writing development. In math the reading of word problems and development of problem solving skills are formed. Vocabulary is repeated naturally as it appears in different content area studies.

d. ELL students in the program six years or longer will continue with content area instruction stressing reading and writing skills. Tutorials will be used to review the skills taught. Test taking skills will be emphasized. The ESL teacher works closely with the teacher to incorporate topics learned in class. Language support is provided for these students in the ESL classroom. We organize collaborative activities and scaffold instruction to build students academic English proficiency. Again, vocabulary is repeated naturally as it appears in different content area studies.

e. All former ESL students contine to get test modifications for two years following a score of proficient on the NYSESLAT. The ESL teacher periodically checks in with the students and their teachers in order to ensure they continue to stay on track.

- 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?

For ELL students with disabilities, differentiated activities are provided based on the baseline assessment, Spring NYSESLAT scores, periodic assessments and needs outlined in the student IEP. After reviewing test scores and IEP mandates students are placed in the class setting with supports outlined in their IEPs. Students are also part of the ESL pull-out/ push-in program, receiving services in accordance with test results and their IEPs.

- 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?

Additional ESL periods are scheduled during the students' "zero period" in order to cause a minimun disruption to the students' academic schedule. The curriculum is adapted to the needs of the individual student. ESL students with IEP's have programs that are the least restrictive, such as SETSS classes. All teachers of ELL students collaborate together in order to best serve the student. Common planning time is used to further assist our students by discussing the students' needs with eachother. When appropriate, students from special education classes join students in regular education classes for certain core subjects.

### 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**

**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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

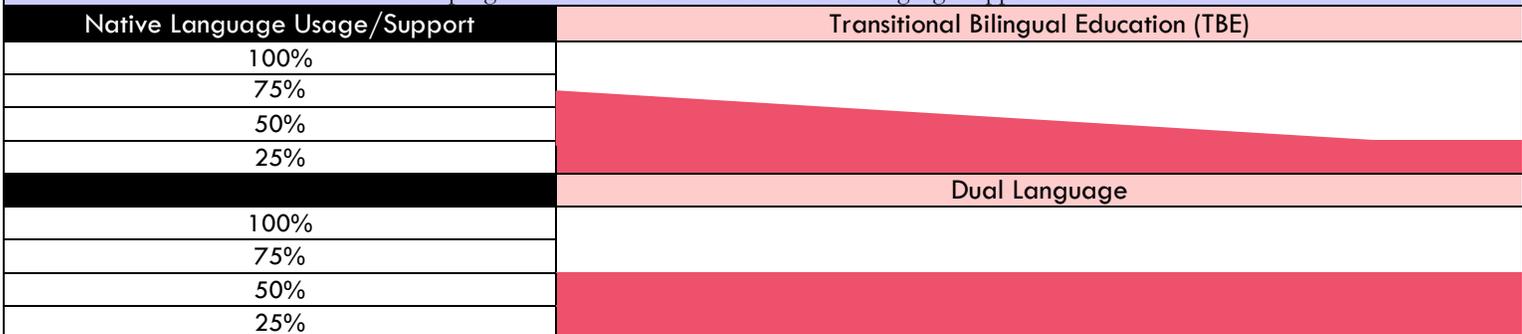
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
All students, including ELL students, are mandated to attend morning support services support services. In addition, these students are encouraged to attend after-school programs that provide homework assistance. After school instructional programs are staffed by certified content area teachers. Incentive programs are offered as a reward to encourage students to complete their homework and classwork, as well as encourage reading. Differentiation is used in all lessons to better target the individual students' needs. The intervention provided to students help foster both academic and language needs. When ever possible, multiple subjects are infused into the curriculum. The ESL teacher makes core subject vocabulary more understandable for our students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
When evaluating the effectiveness of the ESL program at KAPPA III, the NYSESLAT scores are analyzed for student growth by level and skill. Traditionally, the students do better in listening/speaking and show a weakness in reading/writing. Therefore, the ESL teacher knows that the returning ELL students will require further instruction to improve the area of reading/writing and prepares material to support those skills by levels attained (beginning, intermediate, or advanced). The program is also evaluated on the individual success of the students in their literacy, math, and core subject areas. The individual report card grades and evaluation by the subject area teachers of ELL students are also used as an indication for the program's success. For example, students proficient in their native language, who are able to communicate, read, and write in English at the end of the year are considered successful. Traditionally, the ELL population at KAPPA III has met the promotional criteria at all grade levels. Focus is placed on language development while teaching the content area subjects.
11. What new programs or improvements will be considered for the upcoming school year?  
This year the use of Rosetta Stone for English language acquisition has been added.
12. What programs/services for ELLs will be discontinued and why?  
We are not going to discontinue any ELL programs at KAPPA III.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELL's are encouraged to participate in any academic, athletic and social programs that are offered during and after the school day. They are mandated to participate in the 37.5 minutes and our after school program "State Readiness Program". KAPPA III also conducts Saturday Academy to offer additional support to all students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
At KAPPA III, the teachers use Expeditionary Learning to support the common core curriculum. It is a collaborated effort between the ESL teacher and the classroom teachers to make sure this program supports the four modalities of the NYSESLAT as well as assist with ELA development. To support the students' ELA, math, and content area skills, computer programs (such as: achieve 3000) are used by the student, individually, each working at their own level. Students have bi-lingual glossaries available to them when needed.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
At KAPPA III there is no TBE and Dual Language programs. For the ESL program, students are paired (i.e. cooperative grouping) to encourage and support others in their native language. There are many Spanish speaking paraprofessionals in the building who offer their time to aid students that need native language support. The use of bi-lingual glossaries are available for the students if needed.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The required services, support, and resources are aligned to correspond to the age and grade of the student. The content taught reflects the common core while still being age appropriate material.
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.  
There are no formal activities during the summer for newly enrolled ELL students. During the school year all ELL students are encouraged to take advantage of all the activities the school has to offer, both academic, athletic, and social.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

1. KAPPA III will have professional development designed for grade and or curriculum meetings. This professional development will present all teachers and staff with proven researched based study that will provide strategies for instruction to enhance student learning. New teachers are provided with professional development opportunities to acquire the seven and a half hours required under Jose P. regulations. This information is recorded in the pedagogue's personnel file. The professional development will be presented by Math and ELA consultants from AUSSIE, SETRC Trainers, ELL Instructional Specialists from the Leadership LSO, Administrators, Bilingual Education Technical Assistance Centers (BETAC) and other outside consultants. The professional development will focus on but will not be limited to:

September	The Principles of Learning/Danielson Framework
October	Orientation to ESL Program
November	Danielson Framework part II/Analyzing and using Data to Drive Instruction
December	ESL Methodologies and Strategies
January	Reading Comprehension and Writing Skills in the Content Area Classroom
February	Balanced Literacy/Mathematics
March	Formal and Informal Assessments
April	NYSESLAT Training
May	Intervention Services
June	Planning for next year

2. At the professional development sessions offered by the office of ELLs and the network, all strategies is now aligned to meet the challenges of the ELL student with the common core. Such professional developments include how to scaffold instruction, how to rephrase instructions and directions, and how to make vocabulary more understandable for our ELL students.

3. The guidance counselor and school psychologist at the school is there to assist any new 6th graders when they have trouble adjusting to middle school. They speak to the students about their high school choices and what to expect in high school as they get ready to transition. They also conduct meetings with the parents to help them with the transition as well. The school administration supports all staff members that work with ELL students by providing them with the necessary professional developments that can be used to train them to better assist our ELL students.

4. As the student becomes more fluent in English, the ESL and classroom teachers meet periodically to reassess the level of performance that the student should be able to achieve successfully. The ESL teacher attends all professional developments and turn keys the information with teachers during but not limited to common planning time, department meetings and faculty conferences.

## 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?

1. One of the "Essential Features" that makes Kappa III unique is its parental/guardian compact and agreement to excellence. Our school relies on the commitment and support of parents to ensure that students meet high expectations. In doing so, we provide consistent parent meetings to maintain a relationship between the school and general program requirements for English Language Learners. The orientation will be conducted within the first month of school for newcomers to New York City public schools. This orientation will be provided by a school administrator, an ESL teacher and the parent coordinator. Forum will be some of the avenues to maintain consistent communication with our KAPPA III parents. All of the information shared with parents will be disseminated in the language they understand other than English.

2. At this time KAPPA III partners with a Community Based Organization called "Dream Yard". This is an after school program that supports the students through the arts.

3. The parent coordinator is the prime source of community outreach for the family and takes a vital interest in helping the new student assimilate to the school community. If needed translators will be made available. During meetings with the parent coordinator, teachers, and administrators, the parent is encouraged to share any concerns. If it is an individual concern it is addressed individually.

4. Our school will have a parent/liaison responsible for making additional outreach gestures to secure all the needs of our parents are attended to. Additionally, KAPPA III will hold ELL parent workshops on Saturdays to give the parents an opportunity to not only learn English, but to learn about the school curriculum and how they can further help their children. In addition, this year we have joined the department of literacy and multilingual studies school of education at Mercy College lead by Dr. Vega-Ferrer. This program facilitates the inclusion of all parents, specifically the spanish speaking community to understand and participate in the newly developed Common Core Learning Standards. A series of seminars and workshops are constructed to connect school and home while supporting parents to build student achievement.

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

**School Name: KAPPA III**

**School DBN: 12X316**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elisa Alvarez	Principal		11/14/13
Jean Colon/Leia McKinley	Assistant Principal		11/14/13
Brenda McFarlin	Parent Coordinator		11/14/13
Daisy Deynes	ESL Teacher		11/14/13
Brenda Luciano	Parent		11/14/13
Nicole Vairo	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
Enlly Paulino	Guidance Counselor		11/14/13
Rudy Rupnarain	Network Leader		11/14/13
	Other _____		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **12x316**

School Name: **KAPPA III**

Cluster: **6**

Network: **608**

**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.

When students are admitted to our school, information from ATS (RHLA and RPOB) lets us know the home language. In addition, parents complete a survey that includes the home language and if there is a need for a translator for home calls and/or parent teacher conference.

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.

The majority of our students come from Spanish speaking homes. At the beginning of the school year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. We currently have 25 spanish speaking parents that require individual interpretation needs both verbal and written. Designated staff members such as: school guidance counselor, school psychologist, community associate, parent coordinator, school principal and paraprofessionals are able to service the parents in this capacity. Staff have also received the phone number for the Translation & Interpretation Unit.

## 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.

Translation for Spanish is provided for all of our out going messages, flyers and notices. We have used school staff, parent volunteers and Translation & Interpretation Unit to assist in written translations.

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.

We have teachers on staff that are bilingual in Spanish and English and serve as translators during conferences and call the homes to communicate with the parents. Our Parent Coordinator and Community Associate is also bilingual in Spanish and English. At the beginning of the year, all teachers are given the names of parents who need translation. In addition, staff are instructed to review their students' profiles on ARIS where written and oral language is indicated. Staff have also received the phone number for the Translation & Interpretation Unit, which we have utilized on occasions where there has been a need.

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>.

If we need official notices to go out in other languages not provided through the Translation Software, we can print them from the DOE which provides translation of forms in twenty five languages.



**Department of English Language Learners and Student Support**

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

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

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

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

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

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

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

Part A: School Information	
Name of School: KAPPA III	DBN: 12X316
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 33
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input 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

## Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 1

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 NYSESLAT and ELA data will be used to select the ELL students that will be part of the program.

\*The Title III Supplemental Saturday Academy Program will operate from October 2014 through May 2015 Time 9am-12pm for 22 sessions for dates follows:

October 4, 18, 25, 2014

November 1, 8, 15, 22, 2014

December 6, 13, 20, 2014

January 10, 17, 24, 31, 2015

February 7, 2015

March 7, 14, 21, 28, 2015

April 18, 2015

May 9, 23, 2015

The language of instruction will be English. One bilingually certified teacher will teach the students categorized as an ELL learner to increase performance levels in literacy and mathematics. Software programs such as Rosetta Stone and MSQI strategies will be utilized. Rosetta Stone research shows after 55 hours of study with RosettaStone, significant proportion of students (56%-72%) will increase their oral proficiency with at least one level. The Middle School Quality Initiative (MSQI) is the New York City Department of Education's focused effort to expand the number of middle schools that prepare students for college and career success. MSQI serves as the city's implementation plan for putting the Carnegie Reading Next report recommendations into action. The project has been guided by a vision for literacy reform described in Reading Next and put into practice by a team of committed and experienced literacy leaders in the city. In addition, IReady consumables, and Just Words from the Wilson Reading System will also be used for additional support. Based on our school's progress report and data, we identified the needs of the subgroups for targeted skills. Our subgroups will meet outside of their regular program for this Saturday Academy that is designated to address their skills as identified in their quarterly diagnostics. Literacy assignments are created based on Lexile Levels, student interest and learning modalities. The English Language Learner population has increased slightly from last year and academic progress was demonstrated on the school's yearly report. Our goal is to strengthen the small group instruction, monitor gains based on data and increase cognitive academic language proficiency.

## Part C: Professional Development

### 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:

Per UFT Contract All Teachers including ELL Teachers receive weekly professional learning in house provided by lead teachers with special emphasis on strategies to enhance student engagement as identified in the Danielson Framework of Teaching. Teachers will also receive professional learning sessions from outside consultants to help align instruction with the common core learning standards.

ELL Teachers receive directed training which includes one on one coaching as follows:

-MSQI -Just Words- Provider is Aussie Consultant scheduled during school time ELL teachers for one on one training/ coaching during school day 8:10AM- 2:20PM on January 7, 13, 26, February 4, 2015

The following workshops have been given:

-Independent Workshop -Kristen Gripp, Consultant -Generation Ready one on one clinics for ELL teachers for lesson plan development and Common Core Standards Aligned to content areas during school day 8:10- 2:20 PM 7 days September 29, 2014, October 27, 2014 and 5 additional days to be scheduled by consultant in January, February, and March, 2015. Consultant will work directly with ELL teachers to build and expand their toolbox in working with ELL students to facilitate professional learning/common planning, Teaching the students to pronounce words clearly, follow all directions and commands, and respond appropriately to oral questions. Specific workshops such as oral language development, literacy and instructional implications for the ELL learner and academic achievement will be provided.

Additionally through MSQI Title III teachers will receive training on providing ELL students advanced reading strategies to analyze both fiction and non-fiction texts. The study of literature is introduced by reading short stories, poetry, novels and or articles. Students will be taught to analyze the short stories for literary elements, figurative language and overall meaning; sessions will be facilitated by network members. Some professional learning sessions will include but not limited to:

The ESL teacher attend the workshops listed below to turnkey the strategies learned to the teachers who will be implementing the Title III program.

-September 30th Network English Language Learners facilitated by D. Werner focus being: Alignment of Blueprint for student success and City-wide instructional expectations.

-October 23 facilitated by Cross Network Advisory Board focus: English Language Learner Support.

- November 12, Facilitators: K. Addieg and J. Mulligan focus: Students with disabilities including English Language Learners.

### 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

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here:

To increase parental involvement at school as well as establish stronger communication among both parties. Conduct a series of workshops, with optional day and time so as to afford an opportunity for parents to attend. Translation will be provided to parents as needed with no cost to Title III.

Parent survey forms were sent to Parents and Parents of ELL students on September 8, 2014. The survey was sent to identify Parent workshop interests and topics

All Workshops are translated by the Parent Coordinator who speaks spanish and scheduled as follows:

Title III Workshops and Events	Dates	CBO/sponsor to school
Middle School Fair	October 2, 2014	District Activity
HOPS Program WorkShops	Oct 30, 2014	NYC Department of Health
Credit Building and Money Management	November 6, 2014	Operation Hope
UnderWater Portrait Art Workshop	November 22, 2014	Lehman College Art Program
Grandparents Celebration	December 18, 2014	School Activity
Arts- Clay Sea Creature	January 10, 2015	Lehman College Art Program
Understanding English as a Second Language	February 4, 2015	Professor Deynes ESL Professor
Support ELLs' Literature Development	February 24, 2015	Professor Dynes ESL Professor
Study Habits for ELLs Students	March 4, 2015	Professor Dynes ESL Professor
The New York State Exams and your Child	March 21, 2015	Professor Staudt and Professor Vairo ESL Professors
Saving for College	May 9, 2015	Banco Popular, Wanda Matos

Parents are notified via School Chronicle-weekly newsletter, school reminder flyer, school phone messenger system in dual language(English/Spanish) and via email as long as they have provided our parent coordinator with their email account.

**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>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</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.
development contracts.		
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>	_____	_____