

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**18K219**

**School Name:**

**P.S. 219 KENNEDY-KING**

**Principal:**

**WINSOME SMITH**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: 219K – The Kennedy King School School Number (DBN): 18K219  
Grades Served: Pk - 5  
School Address: 1060 Clarkson Avenue, Brooklyn, NY 11212  
Phone Number: 718-342-0493 Fax: 718-345-3065  
School Contact Person: Winsome Smith Email Address: Wsmith4@schools.nyc.gov  
Principal: Winsome G. Smith  
UFT Chapter Leader: Ellen Mandelberger  
Parents' Association President: TBD  
SLT Chairperson: Ellen Mandelberger  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): TBD  
Student Representative(s): N/A

**District Information**

District: 18 Superintendent: Beverly Wilkins  
Superintendent's Office Address: 1106 East 95<sup>th</sup> Street  
Superintendent's Email Address: bwilkin@schools.nyc.gov  
Phone Number: 718-566-6008 Fax: 718-649-7074

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415 East 89<sup>th</sup> Street, Brooklyn, NY 11209  
Director's Email Address: cwatson21@schools.nyc.gov

Phone Number: 718-759-3952 Fax: 718-759-4879

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

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

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Winsome Smith	*Principal or Designee	
Ellen Mandelberger	*UFT Chapter Leader or Designee	
Sophie Taylor	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
TBD	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Taisha Gumbs	Member/Parent	
Quintin Saunders	Member/ Parent	
Kathy Alicea	Member/Parent	
Andrea Gooden	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chenica Lee	Member/ Parent	
Carol Widom	Member/ Teacher	
Eurnee Louis	Member/ Paraprofessional	
Michael Jacobs	Member/ Teacher	
Phylicita Walker	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### **COMMUNITY**

The Kennedy King Elementary School, PS 219, is dedicated to providing a safe and nurturing environment in which all children will achieve academic excellence and develop social responsibility.

Public School 219K is located in the East Flatbush section of Brooklyn, New York with a student population of 576, serving students from Prekindergarten to Grade 5 in a child-centered stimulating learning environment..

There are currently four Prekindergarten classes, four Kindergarten classes and three classes on grades 1, 2, 3, 4, and 5, three of which are Collaborative Team Teaching classes, on grades K, 1 and 2. There are also five 12:1:1 Special Education classes on grades K, 2, 3, 4, 5 and one 12:1 class on grade 4.

Our staff includes one Principal, one Assistant Principal, 40 teachers, who are 100% fully licensed and qualified, six administrative staff members, one full-time and one 2 day F-Status Secretary, 20 Paraprofessionals, one Parent Coordinator, and one Guidance Counselor. Our School-Based Support Team is comprised of one Social Worker, one Psychologist, one Family Assistant, One Occupational Therapist, One Physical Therapist and One Individualize Education Plan (IEP) Teacher.

The building, erected in 1924, has four floors and incidentally is "C" shaped demonstrating our Character, and Commitment to Children and serving our Community . Our special classrooms are a Library/Multimedia Center, housed on the fourth floor, two gymnasiums, located on the third and fourth floors respectively, one computer lab, one auditorium and one cafeteria.

Our school climate is collaborative and is comprised of a dedicated community of learners. All members of the school community are actively involved in the education of our children.

### **UNIQUE and IMPORTANT CHARACTERISTICS**

Our students come to us with different backgrounds, experiences and needs. We capitalize on their strengths and provide access to all their needs. We believe that students flourish in an environment in which they feel safe and one that is aesthetically pleasing. We encourage respect for all. While many students are of Caribbean descent and recent immigrants to the country, we have also welcomed students from the continent of Africa, Haiti and Yemen. 80% of our students are eligible for free lunch and 7% are eligible for reduced lunch. 92% of the student population is Black/African American.

### **MISSION/VISION STATEMENTS**

Our Vision is to promote strong home/school partnerships which will enhance our students' abilities to respect, appreciate and embrace all cultures. Through differentiated instruction and an enriched curriculum, we will strive to maximize opportunities in order for every child to experience success. We endeavor to become "creative" with how to remediate struggling students in order to ensure students' progress and success in all domains of development.

## Our Mission

PS 219 stands as a perfect example of how a whole can become more than the sum of its parts. Although we have staff that varies in experience and cultural background, we share a common vision that focuses our efforts on improving student achievement. Our shared experiences result in a school culture built around the joint responsibility of community and school to educate our children so that they may become college and career ready.

Our staff is dedicated to tailoring instruction to meet the needs of every learner. Assessments and adjustments are made to accommodate the needs of every learner so that all students can succeed.

Our Motto , “Achieving Excellence” expresses this commitment and is representative of our school culture.

## **STRATEGIC COLLABORATIONS/PARTNERSHIPS and/or SPECIAL INITIATIVES**

The Extended Day Program for selected students in ELA and Mathematics.

PS 219 has partnered with the Brooklyn College Mentoring Program to provide academic assistance in literacy and numeracy initiations. Students deemed to be at academic risk and target groups in grades 1 & 2.

The Summit – is an open discussion forum that consists of students from the 3<sup>rd</sup> through 5<sup>th</sup> grade. Social issues such as hunger, homelessness, and poverty are discussed with the guidance and input of professional adults within those fields.

Focus on the ARTS – PS 219 has an art teacher and an instructional music teacher. Arts instruction is provided to all students at PS 219. Grades rehearse and perform Broadway type productions simulating shows such as Frozen, Annie, Cinderella , etc.

School-wide Art Show, featuring the creative talents of our students is held in June of each year.

Music Residency: We partner with Tortoise G4 Music & Art Residency Program. The program focuses on Grades 1, 2 and 5. The six week program allows each class to have one session twice a week and culminates in an assembly program featuring songs and choreography.

Taking it to the STREETS – Curriculum-based Extended Learning out of classroom experiences provides students with an opportunity to augment current programs and enrich student educational experiences with daytime local trips, out-of-state trips and overnight trips to museums, libraries, aquariums, etc.

Foreign Language opportunities are provided to all children in the school. Written and conversational Spanish that is aligned to the standards.

Girl’s Mentoring Program - meets once a week to engage students in planned activities designed to bolster their self-esteem and build their social, emotional and academic skills.

University Settlement - our community based OST partnership welcomes low income and new immigrant families to its free afterschool and summer program. Some of the services offered includes: homework help; sports and fitness; academic enrichment; crisis Intervention; services of teens; and supvertime. Literacy classes,counseling and Mental health services and child care training and referral for adults within the community

## **SPECIAL STUDENT POPULATIONS AND THEIR SPECIFIC NEEDS**

We have three Collaborative Team Teaching classes, on grades K, 1 and 2. There are also five 12:1:1 Special Education classes on grades K, 2, 3, 4, 5 and one 12:1 class on grade 4.

Parent workshops are conducted to familiarize parents with the curriculum requirements and strategies that parents may use to support their children at home.

Teachers receive professional development in the understanding and use of specialized and instructional strategies for Special Education students. Anchored in protocols and practices with the continuum and special education reform mandate.

We have a free standing English Language Learner (ELL) Pullout Program for students with Limited English proficiency. There is one full-time teacher to meet these needs. The ELL teacher conducts extended day programs for all ELL students.

Teachers are encouraged to read professional journals that offer new ideas and strategies to promote standard-setting work. Feedback is provided to students and parents via notes and conferences.

Students are encouraged through various modalities: group, peer to peer, or individualized sessions to address an assortment of social-educational needs including; interpersonal skills development, self -confidence building and strengthening, conflict resolution skills. These skills ensure a healthy and strong sense of self empathy and community.

There is a need for continued support of staff to ensure up to date relevant instruction and interventions, through professional development, to address ELL and Special Education students' needs.

#### Elements of the framework in which we made the most progress.

- Collaborative teachers
- Trust

#### Key Areas of Focus for the upcoming year

- Rigorous Instruction
- Supportive Environment

## 18K219 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	561	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	80.8%	% Attendance Rate		91.0%
% Free Lunch	76.3%	% Reduced Lunch		1.8%
% Limited English Proficient	5.7%	% Students with Disabilities		23.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		89.3%
% Hispanic or Latino	8.6%	% Asian or Native Hawaiian/Pacific Islander		0.5%
% White	0.9%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.8	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	19.2%	Mathematics Performance at levels 3 & 4		16.7%
Science Performance at levels 3 & 4 (4th Grade)	86.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

**Part 1 – Needs Assessment**

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

Our needs assessment was generated based on our evaluation of various resources, such as the Quality Review, School Survey Data, School Report Card, School Progress Report, Interim Assessments, informal interviews, end-of-year conferences, Inquiry Teams, NYS Examinations, and Fountas and Pinnell reading levels.

**Analysis of Student Performance Trends**

Elementary School Quality Snapshot 2013-2014 data shows that:

19% of students met standards on the NY State English test; the average score at this school was 2.5 out of 4.5. This was similar to the average overall citywide test scores for elementary schools in 2013. Compared to other schools in the city, servicing students with similar characteristics, PS 219’s average score was statistically similar  
17% met NYS standards on the state Math test; the average score at the school was 2.3 out of 4.5. This was lower than the average overall citywide test score for Elementary Schools in 2013. Compared to other schools in the city serving student with similar characteristics PS 219 score was statistically similar.

In terms of student progress all students including low performing students made excellent progress

**Major Findings from the Quality Review**

The 2013 Quality Review (our most current report) highlighted following:

**Areas to be celebrated:**

- Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards
- Curricula-aligned assessments practices that inform instruction.
- Support and evaluation of teachers through feedback using the Danielson Framework and analysis of learning outcomes.
- structures for positive learning environment, inclusive culture and student success.

**Focus Areas:**

- A culture of learning that communicates high expectations with supports
- Research-based effective instruction that yields high quality student work
- Following is the breakdown of each of the indicators noted in the 2103 Quality Review:

**Indicator Score Reviewer Findings**

1.1	Proficient	The school implements a content and performance-based curriculum aligned to City and Common Core Learning Standards (CCLS) emphasizing rigorous habits and higher order skills for a diversity of learners.
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1.2	Developing	Deepen pedagogical strategies that result in opportunities to consistently engage student in high level thinking, productive discussion, and access to appropriate scaffolds to improve the quality of student work products
2.2	Proficient	Teachers utilize common assessment, including performance tasks embedded in curricula, to analyze learning outcomes and make instructional decisions that stimulate effective adjustments in classroom practices.
3.4	Developing	Enhance feedback systems to students and families to include next learning steps so that clearly articulated academic expectations lead to adequate supports that accelerate student progress.
4.2	Proficient	Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

**Relevant Data**

- Learning Environment -92% of parents are satisfied with the education their child has received
- 88% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services
- 90% of teachers agree that leaders of this school place a high priority on the quality of teaching.
- 71% of teachers would recommend this school to parents

We are using the GO Math and ReadyGen curricula. Both are Common Core-aligned- The Go Math program covers a broad range of mathematical content- not just numbers and arithmetic. Manipulatives are heavily used to augment instruction. This program draws much of its motivation from common life situations. We use journal writing and classroom math centers to promote higher level thinking skills in this area.

In looking at the School Report in ADVANCE, Danielson Competency 3B, “using questioning and discussion techniques,” is still ranked the lowest component. More focus will be given to generating questions at a challenging cognitive level, geared to encourage students to engage deeply with content; questioning assumptions and exploring the implications of different lines of thought.

Closing the Achievement Gap- the school shows improvement by student groups, (English Language Learners (ELLS), Student with Disabilities (SWD), Low Performing students) indicating that these students have made progress. This was based on comparing the 2014 state test to other students with the same test scores in 2013 to see how these students scored academically.

We were successful in helping students move from More Restrictive to Less Restrictive environments.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 3-5% increase in student proficiency on NYS English Language Arts (ELA) and Mathematics assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Research Based Programs/PD Systems and Structures needed to impact Change</p> <p>To provide professional development and support necessary to train staff in fostering student ownership of discussion questioning and discussion techniques through using thinking routines and the Socratic Method.</p> <p>Using Ready Gen, Go Math, Foundations, Fountas and Pinnell, Wilson Learning Program</p> <p>Note that all programs that are purchased for the school are embedded in the Curriculum for the school and therefore geared to all students</p>	<p>All Grades</p>	<p>September to June 2016</p>	<p>Classroom Teachers</p> <p>Support Staff</p> <p>Administrators</p>
<p>Strategies to address Needs</p> <ul style="list-style-type: none"> <li>• Provide small group and one-to-one instruction in reading comprehension strategies</li> <li>• Utilize data, rigorous habits and higher order skill embedded in academic tasks and reflected in the instructional shifts.</li> <li>• Emphasize and develop comprehension skills and strategies through Read Alouds, Guided Reading, Shared Reading and Independent Reading activities.</li> <li>• Selected students will attend after school instruction ELA. Focus will be on test preparation, pending funding availability</li> <li>• Teachers will deliver questions that lead to multiple opportunities for student to answer questions related to course content in manner that is congruent with student ability to demonstrate mastery of course standards</li> <li>• Teachers will implement the Common Core aligned Curriculum</li> <li>• Staff will collect formative and summative assessment data that will be used to inform instruction and assist students in academic goal setting</li> </ul>	<p>All Grades</p>	<p>September to June 2016</p>	<p>Teachers</p> <p>Support Staff</p> <p>Administrators</p>

<ul style="list-style-type: none"> <li>• Provide professional development through CITE to explore Socratic questioning</li> <li>• Teachers will use Webb’s Depth Of Knowledge to generate questions</li> <li>• Teachers will use Hess’ Cognitive Rigor Matrix to develop higher level tasks</li> <li>• Student will continue to use accountable talk prompts</li> <li>• Intensive PD will continue in the area of Thinking Routine, using the Text “Making Thinking Visible”</li> <li>• Pacing Calendar will be closely followed.</li> <li>• Selected students from Grades 1-5 will be offered opportunities for extended day instruction. Students will be grouped according to levels and areas of strengths and needs. This will be especially true for students who receive AIS from our partners at Brooklyn College.</li> <li>• Implementation of school-wide math program with parallel</li> <li>• instruction in all classes included self-contained Special Ed and ELL math</li> <li>• Technology will be incorporated into daily lessons to promote research differentiation and project completion, in addition, technical support will be available to teachers as they input and retrieve data housed on individual technological devices.</li> </ul>			
<p><b>Engaging families - supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home .</b></p> <ul style="list-style-type: none"> <li>• School leadership team</li> <li>• Tuesday Parent Engagement Day – each Tuesday will become familiar with the school community and during the 1hr weekly meeting will have an opportunity to meet with the school community. Parents will be kept abreast of activities through the monthly newsletters and Facebook, Monthly Calendar. Parents are invited to activities as they occur.</li> </ul>	Grades 1-5	September to June 2016	Teachers Support Staff Administrators

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>Spring Academy</u></p> <p>6 Teachers @ 4hours per day for 3 days (\$3,176) 1- Administrator @ 5 hours per day for 3 days (\$685)</p> <p>I Health aide - 4 hours per day 3 days</p>

Mid-Winter Academy

6 Teachers @ 4 hours per day for 3 days (S3176) 1 - Administrator @ 5 hours per day for 3 days (S685)

i Health aide - 4 hours per day 3 days

Ready New York CCLS Instructional Sets in Mathematics and English Language Arts (\$3,000)

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Interim assessments will be given between January 20, 2016 and January 28, 2016 . The tasks will be reviewed, measured against rubrics and reflection protocols developed for both staff and students. Results will be broken down into concepts/components and graphed to depict class and grade-wide trends. These will be compared to the baseline assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

As per the Quality Review the school’s safety and respect score fall below the Citywide and District average. However, students, teachers and parents agree that the school is safe and fosters a learning environment conducive to positive social-emotional and intellectual growth for students and adults.

A comparison between 2013 and 2014 indicates that the same percentage (90%) of parents and teachers strongly agree that the environment is conducive to learning. The focus on a school-wide core value initiative TIGER (Trust, Integrity, Generosity, Enthusiasm, and Respect) engenders shared methods and measures that elevate a nurturing climate whereby services focus on preventive supports. As a result, students report they feel safe because of School Safety Agents, crossing guards, and parent volunteers are visible and helpful.

Students are actively involved in establishing routines and rules so they speak fluently about the correlation between one’s behavior and academic success.

Monthly safety meetings are convened to review occurrences and refine protocols. All constituents are represented, including selected members of our student body. Consequently, a personal connection and collegial relationship supports a respectful tone and climate for learning. Our overall safety was enhanced with the update of our fire alarm systems, our lighting systems, the installation and use of video surveillance in the hallways, exits, stairwells, and the installation of Exit door alarms.

Based on the findings of the 2014 Learning Environmental Survey (LES) the elementary school quality snapshot and the Quality Review they appear to be a need for our school community to work collaboratively to improve our school culture. Our vision is that with the formation of the School Environment Committee that this will be a positive move in developing a more conducive social and emotional environment.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To reduce the number of incidents by 5% by June 2016 as measured by the Online Reporting System.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Institutionalization of the Kennedy King Diplomats student Government)</p> <p>Student body will sit on various committees.</p> <p>Mentor young students</p>	<p>Selected Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers</p> <p>Administrators</p>
<ul style="list-style-type: none"> <li>• Grade 5 Community Service Elite Group</li> <li>• Students will provide voluntary service for</li> <li>• Liaise with PC for community service project such as Penny Harvest, and food Harvest Drive and Toys for Tots</li> </ul>	<p>Grade 5 Students</p>	<p>September 2015 to June 2016</p>	<p>Teachers</p> <p>Parent Coordinator</p> <p>Penny Harvest Organization</p> <p>Community Based Organizations</p>
<ul style="list-style-type: none"> <li>• Respect for All Week</li> <li>• Senior Girl Mentoring Program/Character Building</li> <li>•</li> </ul>	<p>All Students</p> <p>Grade 5 Students</p>	<p>September 2015 to June 2016</p>	<p>All Teachers</p> <p>Student</p> <p>Parents</p>
<ul style="list-style-type: none"> <li>• Attendance Awards and Incentive Program</li> <li>• Anti-bullying Workshop</li> <li>• Safety City Visit (DOT)</li> <li>• Focusing on behavior management strategies, behavior contract, review Chancellor’s Regulations.</li> <li>• Re-issuing of Parent Handbook</li> <li>• Expanding parenting classes to include Grades K &amp; 1 through Cornell University.</li> </ul>	<p>Students</p> <p>Parents</p>	<p>September 2015 to June 2016</p>	<p>DOE Personnel</p> <p>Legal Counsel</p> <p>Parent Coordinator</p> <p>Educational Consultant</p>

<ul style="list-style-type: none"> <li>• Prekindergarten Social Work /SW and Family Worker will conduct workshops throughout the school year.</li> <li>• Holiday Shows and Special Assemblies Games night</li> <li>• PS 219 Cultural Diversity Day where we honor our unity in diversity,</li> <li>• Workshops for ELL parents through CITE</li> <li>• Providing Translation services</li> <li>• Special Education Days for parents and students.</li> </ul>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources: Assistant Principal, Grade 5 Teachers, Guidance Counselor, Parent Coordinator, PK Social Worker											
Instructional Resources: (Positive Behavior Intervention System (PBIS), CITE Parent Workshop											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The week of February 9, 2016 will be designated as mid-point to review the progress toward meeting our annual goal. The number of occurrences will be compared to that of the previous year to determine progress. The instrument that will be used is the Office of Youth and Safety Development Online Occurrence Reporting System (OORS). We will review the Incident Location Summary, Hourly Analysis, Incident Level, Infraction Summary. ATS Attendance Reports will be reviewed and compared to the report of the previous school year.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

**The New York State Report Card (2013-2014) indicated that 77% of teachers at PS 219 were deemed to be highly qualified in their area of assignment. The percentage of teachers with Masters’ Degree and /or plus 30 hours or Doctorate is 60% compared to the district rate of 63.49%.**

**According to the Learning Environment Survey (2013-2014) the following strengths were identified:**

- 100% of teachers use multiple forms of student achievement data to improve instructional decisions
- 95% of teachers work together in teams to improve their instructional practice
- 81% of teachers indicated that their professional development experiences included opportunities to work productively with colleagues in their school
- 90% of teachers feel supported by other teachers in their school

**Quality Review (2012-2013) indicator 4.2 was rated PROFICIENT (This is the most current report). Teachers engaged in structured professional collaborations on teams using an inquiry approach.**

**School Leadership Observation 2014-2015- Danielson Framework 4e- Teacher teams including the ELA vertical teams meet more frequently at times other than those mandated by the district/DOE. In addition, teaching is a “complex profession” and requires teachers to continuously remain abreast of current skills and trends. Teams interact with colleagues around common areas of interest to support student learning related to the Common Core Standards.**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 100% of teachers will work with colleagues to share strategies, collaborate, and plan for success of individual students. Team progress will be measured by the collection of agendas, meeting minutes, and number of peer inter-visitations.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instruction:</p> <ul style="list-style-type: none"> <li>• Intra-visitations will occur between all teachers</li> <li>• Teachers/paraprofessionals/administrators will meet at least once weekly in addition to the mandated periods to share instructional strategies around Common Core Standards</li> <li>• Teachers will analyze data, graph results and display the same in grade specific conference rooms.</li> <li>• Teachers will develop common rubrics as they pertain to grade-wide projects etc</li> <li>• Teachers will collaborate with students to support student learning.</li> <li>• Teachers will develop/identify common assessments and determine a schedule for grade and school assessments.</li> <li>• Teachers will share newly acquired strategies including Thinking Routines via inter and intra classroom visits</li> <li>• Bridge to Middle School- 219 teachers will collaborate will articulate with receiving Middle Schools.</li> <li>• Staff will agree to pacing guidelines developed by the group</li> <li>• Determine when, how student work will be gathered, analyzed, stored, retrieved</li> <li>• Plan how to intervene for students who are unable to demonstrate proficiency</li> <li>• Teams will create coordinated assessments and intervention plans</li> </ul>	<p>Teacher Paraprofessional Support staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators Teacher Leader</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• PS 219 staff will work with district liaison to train staff on team building and collaboration</li> <li>• Training around Thinking Routines will continue</li> <li>• Teachers will participate in team building activities observing meeting norms to ensure meeting goals and objectives are met</li> </ul>	<p>All Staff</p>	<p>September 2015 to June 2016</p>	<p>Administrators Educational Consultants</p>

<ul style="list-style-type: none"> <li>Teachers participate in instructional rounds</li> </ul>			
<p><b>Students Collaboration.</b>  <b>Student achievement/outcome is at the heart of the framework.</b></p> <ul style="list-style-type: none"> <li>Teachers will gather information on students through formative assessments including conferencing to ascertain how students learn, determine any gaps or misconceptions that might surface and formulate goals in collaboration with students.</li> </ul>	Students	September 2015 to June 2016	Administrators Teachers
<p><b>Parent Collaboration :</b></p> <ul style="list-style-type: none"> <li>Teachers and parents will work together during conferences one Tuesday each month to gain a clear understanding of what students will be learning, why it is important and what the students will be doing to achieve their goals.</li> <li>Monthly grade newsletters will be sent home to inform parents and families regarding curriculum matters.</li> </ul>	Parents Teachers Students	September 2015 to June 2016	Parent Coordinator Teachers

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Resources Needed:</b>											
<ul style="list-style-type: none"> <li>Anchor texts such as “Making Thinking Visible.”</li> <li>Library/media center resources</li> <li>Time</li> <li>Substitute/per diem teachers to facilitate professional development</li> <li>Funding identified in myGalaxy to support professional development</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<b>Progress Monitoring :</b>
<ul style="list-style-type: none"> <li>Review agendas, meeting minutes</li> <li>Review student work analyses displayed in conference rooms</li> <li>Review teacher/student conference logs</li> <li>Review lesson plans across grades and vertically through teams to ensure coherence</li> <li>Review monthly Parent Pen Pal letters</li> </ul>

- **Check monthly newsletters**

**In February the School Leadership Team and staff will check to see if the school met the mid-point bench mark in the time specified. If the benchmarks are not met, revisions will be made to the action plan to achieve the goal.**

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

#### **Quality Review (2012-2013): (Most current Quality Review Report)**

- A score of PROFICIENT was received for indicators 1.1, 2.2, and 4.2. A score of DEVELOPING was received for indicators 1.2 and 3.4. The school implemented a content and performance-based curriculum aligned to City and Common Core Learning Standards emphasizing rigorous habits and higher order skills for a diversity of learners.
- Teachers use common assessments, including performance tasks embedded in curricula to analyze learning outcomes and make instructional decisions that stimulate effective adjustments in classrooms.
- Staff engaged in structured professional collaborations on teams using an inquiry approach that promoted shared leadership and focused on improved student learning.
- On the other hand, the school needs to deepen pedagogical structures that could result in opportunities to consistently engage students in high level thinking, productive discussions, and access to appropriate scaffolds to improve the quality of student work products.
- Feedback systems need to be enhanced to include next learning steps so that clearly articulated academic expectations lead to adequate supports that accelerate student progress.

#### **Learning Environment Survey (2013-2014)**

- 92% of parents were satisfied with the education their child received
- 90% of teachers agreed that school leaders of this school place a high priority on the quality teaching
- 90% of teachers say the Principal communicates a clear vision for our school
- 90% of teachers say the school leaders place a high priority on the quality of teaching
- 81% of teachers say the school does a good job of teaching students the social and emotional skills they need
- 81% say the Principal is an effective manager who makes the school run smoothly.

**School Quality Guide:** School Leadership focuses resources and instruction to close the achievement gap between ELLS, students with special needs and students with low past performance. This information is based on the state test comparing the 2014 test scores for each student to other students with the same test score in 2013 to see how much each student has grown academically. The report indicated that students with Special Needs and Lowest performing students in this school improved significantly in ELA from 11.6% to 14.1% and 11.5% in 2013 compared to 14.1% in 2014 in mathematics.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Annual Goal:**

**By June 2016 all teaching staff will receive individualized and group feedback through cycles of observations using the Danielson Framework and the Annual Pedagogical Rating (for teachers not under Advance) and participation in Professional Learning Community events as measured by ADVANCE MOTP Evaluation Forms and meeting attendance forms.**

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Research proves that student learning increase when teachers participate in Professional Learning Communities. (Vescio, Ross, Adams, 2008; p.87) Instruction:</p> <ul style="list-style-type: none"> <li>• School Leaders will work with constituents to establish a truly professional learning community</li> <li>• School Leaders will develop Professional Learning Community/Inquiry Teams that will share practices, and engage in professional conversations</li> <li>• Staff will agree to pacing guidelines developed by the group</li> <li>• Determine when, how student work will be gathered, analyzed, stored, retrieved</li> <li>• Plan how to intervene for students who are unable to demonstrate proficiency</li> <li>• Teams will create coordinated assessments and intervention plans</li> <li>• School Leaders will establish school-level instructional leads to build leadership capacity.</li> </ul>	<p>All Staff- teachers, para- professionals, etc.</p>	<p>September 2015 to June 2016</p>	<p>Administrators  Educational Consultants</p>

<p><b>Students Needs:</b></p> <ul style="list-style-type: none"> <li>• <b>Leadership will ensure funds are allotted to purchase special programs such as Wilson and Foundations for students with special needs.</b></li> <li>• <b>Provide student choice</b></li> <li>• <b>Encourage students to participate in Youth Summits, Special Education Day activities and Career Day activities to prepare them for college and careers</b></li> <li>• <b>Provide Common Core curricula with adaptations for ELLS and students with disabilities.</b></li> </ul>	<p>Students  Parents</p>	<p>September 2015 to June 2016</p>	<p>Teachers  Adminstators</p>
<p><b>Students Needs:</b></p> <ul style="list-style-type: none"> <li>• Leadership will ensure funds are allotted to purchase special programs such as Wilson and Foundations for students with special needs.</li> <li>• <b>Provide student choice</b></li> <li>• <b>Encourage students to participate in Youth Summits, Special Education Day activities and Career Day activities to prepare them for college and careers</b></li> <li>• <b>Provide Common Core curricula with adaptations for ELLS and students with disabilities.</b></li> </ul>	<p>Students</p>	<p>September 2015 to June 2016</p>	<p>Administrators  Teachers  SBST Team  ESL Teacher</p>
<p><b>Parent Engagement:</b></p> <ul style="list-style-type: none"> <li>• Parents will be invited to monthly culminating activities</li> <li>• <b>Parents will receive training by Parent Coordinator of similar topics as staff</b></li> <li>• <b>Parents and families will have opportunities to use the multi-media center visit with Support Team on selected Tuesday afternoons for assistance and direction pertaining to any services that may be needed.</b></li> <li>• <b>The Schools' Leadership Team will be actively engaged in the planning of events designed to promote students learning such as Health and Nutrition month emphasis etc.</b></li> </ul>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administrators  Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Resources needed:**

- Technological resources
- **Time allotted to do the work**
- **Personnel to assist with team building activities**
- **Field Office Teacher support personnel**
- **School leader district Support personnel**

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Progress Monitoring:**

- By Feb 2016, School leaders will have collected and given feedback on Grade Level agendas.
- By Feb 2016 Schools leaders will have completed half the needed teacher observations.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

- 90% of parents say school makes it easy for parents to attend meetings by holding them at different times of the day, providing and interpreting.

- 91% of parents say school keeps them informed about services for their children.

- 93% of parents say school make them feel welcome

- 94% of parents say there is an adult whom their child trusts and go to for help when there’s a problem .

#### **Parent teacher Conferences**

An average of 290 parents attended all 4 major conferences. Projected number of families for the 2015-2016 school year is 400.

#### **Community Outreach**

The parent coordinator and the PTA rooms are the first rooms you can enter upon arrival at the building. This is symbolic indicating that parents know they are valued.

PS 219 currently partners with Brooklyn College to provide Ready Intervention Services to students in grades 1 and 2. Brooklyn College will expand the partnership to include college tours, performances, mentorship, etc.

University Settlement welcomes low income and new immigrant families to its free afterschool and summer program. Some of the services offered includes:

- Homework help
- Sports and fitness
- Academic enrichment
- Crisis Intervention
- Services of teens
- Suppertime

We will seek to expand their services by introducing:

- literacy classes.
- counseling and Mental health services
- child care training and referral for adults within the community.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 average number of parents attending conferences will increase from 290 to 350 as evidenced by average conference attendance sheets.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• At the beginning of the year, we will survey the parents to identify their needs, best meeting times and special talents they can bring to help enhance the school community.</li> <li>• Rview the information to see what partnerships may be formed regarding the information gathered.</li> </ul> <p>Evaluation /feedback forms will be provided to parents following meetings. Forms will seek to ascertain what they have learned, topics for additional workshops and areas of improvement.</p> <p>Accurate attendance will be taken and registration forms will be generated so that email addresses and social media contact information may be captured.</p>	<p>Parents</p>	<p>September 2015 to June 2016</p>	<p>Administrators Parent Coordinator Technology Coordinator PTA</p>

<p>Incentives will be given to parents who attend more than half of planned events and or activities, including PTA Meetings.</p> <p>Acknowledgement will be sent to parents, thanking them for their presence and participation in workshop and events.</p> <p>Expanded use of our Auto Messenger to inform parents of upcoming events and activities.</p>			
<p>Program/Professional Development</p> <ul style="list-style-type: none"> <li>• Professional Development will be provided by Center for Integrated Teacher Education (CITE). Workshops will be geared toward all parents, including ELLs and SWDs.</li> <li>• Some workshops will be offered during school hours to accommodate schedules, but the majority of workshops will be offered after school and will last approximately 1 hour to 1 and 1½ hours. We will be Exploring topic such as: <ul style="list-style-type: none"> <li>o Supporting the ELL in the mainstream classroom</li> <li>o Special Education: is your special needs population meeting their annual yearly progress goals?</li> </ul> </li> </ul>	Parents	September 2015- June 2016	Administrators Parent Coordinators, Educational Consultants, ESL Teacher, SBST Team, Guidance Counselor, IEP Teacher
<p>We have partnered in the past with Cornell University Extension for their Nutrition and Wellness program and will once again extend that program</p>	Parents	September 2015 to June 2016	Administrators Consultants Teachers
<p>Each Tuesday, during the 40 min sessions, staff will plan meeting with parents, to help them better assist their children with instruction; staff will prepare newsletters, communicate with parents via phone or email or have small group meetings.</p>	Parents	September to June 2016	Teachers

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p><u>Human Resources:</u> Assistant Principal, Guidance Counselor, Parent Coordinator will be responsible for coordinating efforts.</p> <p>Technology personnel to constantly update website and generate flyers Additional Partners to provide workshops Presenters for workshops</p> <p><u>Additional Resources:</u> Refreshment and workshop materials . Money to purchase incentives</p>

Color copier and or machine to generate posters  
 School Messenger Renewal  
 Maintain web domain

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By the end of January, we should have received feedback form the surveys and feedback from workshops held to that period.

- We will continue to monitor attendance at meeting and watch for growth and participation.
- Teachers and parents will have a more collegial relationship.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYSELAT Scores MOSL Scores F&P Levels NYS ELA Assessments	Brooklyn College Mentorship Program Guided Reading Wilson Program Foundations	Small Group Guided Reading Group	After School During School Mid-Winter and Spring Recess Programs
<b>Mathematics</b>	NYS Math Assessments  GO Math Unit Assessments	Imagine Learning	Small Group Guided Math Group	Afterschool Tutoring during the Spring & Winter Recess During School
<b>Science</b>	Grade 4 Science Test Science End of Unit Test	Brooklyn College Mentorship Program	Small Group	During School
<b>Social Studies</b>	Social Studies End of Unit Test	Classroom Teacher Provided	Small Group	During School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	As per IEP Teacher Record	Classroom Teacher Provided	Small Group One-to-One	During the day Afterschool STH

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Currently all our teachers are Highly qualified, however, all our teachers will be encouraged to stay abreast with current educational practices. Various methodologies are integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning. The school will continue to align curriculum to the School/City/State standards. Teachers will be encouraged to stay abreast of current educational practices. Various methodologies will be integrated into the curriculum. Adequate and appropriate materials and resources will be provided to support the teaching and learning. Some strategies fro recruiting highly qualified teachers include:</p> <ul style="list-style-type: none"> <li>• offering teacher career trajectory, eg. lead teachers, staff development, coach.</li> <li>• Work with union/human resources to recruit.</li> <li>• Use of technology to extend the reach of Highly Qualified teachers.</li> <li>• Reach out to all teachers</li> <li>• Schedule meeting to interview as many as possible.</li> </ul>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>High quality and ongoing professional learning opportunities aligned with the State and City standards. The school provides high quality and ongoing professional learning opportunities aligned with the state and City standards. The school uses the text and video - Making Thinking Visible, by Ron Ritchhart, Mark Church, Karin Morrison. This resource provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning techniques and how to promote engagement, understanding and independence for all learners. Teachers meet in small groups using protocols to apply techniques learned.</p> <p>We will work closely with Achievement Coaches from District and Field Support Offices to collaborate with specific groups of teachers and review their techniques and provide feedback and inform best practices.</p>

### Part 3: TA Schools Only

### **3a. Use of Program Resources**

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

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

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

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

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

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

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

- Action Plan, with time lines, and activities
- Workshops for Parent about transitioning to Kindergarten. Kindergarten teachers provide an overview of curriculum and expectation. Visit to Kindergarten Classrooms.
- Dissemination of summer materials to introduce students and parents to Curriculum
- Assessment of Students – Suggests intervention if necessary
- PC as a bridge between Kindergarten
- Meet the Teacher

Our Prek to grade 2 classrooms utilize a plethora of data to inform instruction and student development.

- The Pearson Readyng Street program provides an initial baseline assessment of student's literacy abilities and continuous assessments on a regular basis.
- Children who experience delays are given an opportunity to attend extended day program.
- Student Portfolios with tasks, track progress and give teachers and parents a window into need for remediation and /or enrichment.
- Fountas and Pinnel reading levels are also assessed every other month. Data is kept on the number of books students have read based on class/home reading logs.
- Daily attendance provides insight into students/family who may benefit from additional support.
- Common Core Performance Tasks provide opportunities to "Show what they know" and are reviewed by teachers to determine the next instructional step for the grade. In addition teachers also create their own formative assessment to address the needs of their class.

- Reading and Writing Conference notes document students’ strength and challenges with particular skills and strategies. These notes often give insight to the students’ thought process.
- The students also begin peer assessing their work utilizing simple rubrics. This helps to develop a critical eye by which to edit/evaluate their work.

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

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

A MoSL team was assembled at the end of the 2013-2014 school year to begin the work of determining assessments to be used by the school. Teachers and administrators attended summer sessions geared to assist in the process. In September the team met and continued to give study to the task at hand with input from the staff. The final decision arrived at was shared with the staff at a faculty conference. Inquiry team and grade meetings provide other forums for staff to determine the appropriate assessments to be used for students at various times

#### **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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	406,460.00	X	5 - A, B, C, D, E
Title II, Part A	Federal	280,870.00	X	5 - A, B, C, D, E
Title III, Part A	Federal	11,200.00	X	5 - A, B, C, D, E
Title III, Immigrant	Federal	0		N/A
Tax Levy (FSF)	Local	2,634,642.00	X	5 - A, B, C, D, E

#### **<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

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

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

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

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### **PS 219 K - Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. [219K –The Kennedy King School] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 219K - The Kennedy King School will support parents and families of Title I students by:

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

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1 st 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;

The 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;
- 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.

P.S. 219 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act {ESEA}. The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will involve the parents of children served in Title I Part A programs {s} in decisions about how the Title I Part A funds reserved for parental involvement is spent.

In carrying out the Title I, part A parental involvement requirements, the school will provide full opportunities for the participation of parents with Limited English Proficiency {LEP}, parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 1112 State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, in a language parents understand.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their learning
- That parents are full partners in their child's education and are
- included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.

Addendum 10/27/2014

## **School Compact for Learning**

### **September 2015-2016**

1. This compact for learning is written with the spirit of cooperation among the entire school community- administrators, teachers, parents, students and concerned community members. All concerned understand that we must share responsibility for student learning and high achievement for effective, frequent communication between school and home, and for building capacity in the family-school community partnership through volunteering and

training. This compact is based on our school vision, the Principles of Learning, the State's student Common Core Learning Standards performance standards, and our school's Comprehensive Educational Plan.

2. This compact serves as a written commitment among all members of the school community to share responsibility for student learning.

3. P.S 219 will: Provide high quality curriculum and instruction in a supportive and effective learning environment that enable the participating children to meet the State's student academic achievement standards as follows:

- Clear Expectations will be established.
- Visible intermediate benchmarks of progress will be provided for each student and family via conferences, assessment results, Parent Information Folder and Parent Curriculum Conferences.
- Books, materials, resources, and a state of the art school library that support high quality curriculum and instruction will be utilized.
- Students will be encouraged to display Academic Rigor in a Thinking Curriculum by generating rubrics along with the teachers in all subject areas. This will allow them to effectively judge their work against the standards.
- Teachers will be exposed to tried and proven methods of instruction and in turn, implement these strategies/methods in the classroom in all subject areas.
- Students' standard setting, current edited work will always be celebrated. These products will also be utilized as teaching tools and proof of students' ability to "Achieve Excellence".

4. P.S. 219 will hold parent teacher conferences at least four times the school year.

- September 2015
- November 2015
- March 2016
- May 2016

Addendum 10/27/2014

During which, this compact will be discussed as it related to the individual child's achievement. Additionally, the spirit and intent of the Compact will be articulated at P.T.A. meetings and at students' special assemblies.

5. P.S. will provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Additional time will be dedicated to parent outreach as part of the Professional Development for teachers.

- Staff will be available to meet with parents during preparation before and after school by appointment only.
- Parents and staff will communicate via the Parent
- Information folder and set up a mutually convenient time for both parties to meet. The dates and times of the meetings will be relayed to the office staff who duly records the times of appointments
- Interpretation services will be made available.
- Ensure that staff will have access to interpretation services in order to communicate with Limited English speaking parents effectively.

6. P.S. 219 will provide parent with frequent reports on their children's progress. Specially, the school will provide reports to parents as follow:

- Report Cards at the designated Parent/Teacher Conferences.
- Additionally, results of school generated tests will be made available to parents.

- The Periodic Assessment results in English Language Arts and Mathematics will be backpacked, or mailed to parents as they become available.

7. P.S. 219 will provide parents opportunities to volunteer and participate in children’s classes and observe classroom activities as follows:

- Parents may participate in workshops and become Learning Leaders. These series of workshops equip parents to effectively assist in classrooms as observers and volunteers. Parents {other than volunteers} who visit the school to see their children in the classroom environment may consult with their child’s teacher regarding the delivery of instruction and their child’s progress. Parents desirous of volunteering their services may contact a member of the PTA Executive for details.

8. P.S. 219 will 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}.

**Responsibilities of Teacher. We as teachers will:**

- Treat each child with respect and value the uniqueness of each child and his/her family.
- Provide an appropriate “print rich” environment that promotes learning.
- Have clear expectations for students. They will know and understand the goals at each stage of learning. They will participate in setting these goals and evaluating progress.
- Recognize student accomplishments and hold both public and private celebrations of their work.
- Have fair and credible evaluations. See that the standards are clearly articulated to all students. Base assessments on progress toward them and be connected to curriculum and instruction.
- Provide an environment where students are engaged in thinking about a solid foundation of knowledge-the linking of process and content.
- Provide ample opportunity for accountable talk in order to allow students to develop ideas.
- Call on students to use problem solving skills to promote reasoning in order that they may make sense of the world.
- Have students engage in “authentic” activities that relate to the real world.
- Promote a strong home/school partnership with active, regular contact with parent/guardians.
- Invite parents into the classroom to volunteer for various activities (e.g., reading to students, sharing expertise in subject areas, celebrations of learning}.
- Contact students’ families for positive reasons, keeping in touch about student progress.

**Responsibilities of Paraprofessionals**

- Support and encourage an environment where students are engaged in thinking about a solid foundation of knowledge.
- Treat each child with respect and value the uniqueness of each child and his/her family.
- Abide by all of the principles of this School Compact for Learning.
- As a Non-Teaching member {Custodians, Kitchen Staff, school Aides, etc, Responsibilities are to:
- Treat each child with respect and value the uniqueness of each child and his/her family.
- Abide by all of the principles of this School Compact for Learning.

**Responsibilities of Parents**

We, as parents, will support our children’s learning in the following ways:

Support my child’s learning by making education a priority in our home by

- Making sure my child is on time and prepared everyday for school

- Monitoring attendance.
- Talking with my child about his/her school activities every day.
- Scheduling daily homework time.
- Providing an environment conducive to study
- Making sure that homework is completed.
- Monitoring the amount of television my children watch.
- Volunteering in my child's school.
- Participating as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Participating in school activities on a regular basis.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school region either received by my or by mail and responding, as appropriate.
- Reading together with my child every day.
- Providing my child with a library card
- Communicating positive values and character traits, such as respect, hard work and responsibility.
- Respecting the cultural differences of others.
- Helping my child accept consequences for negative behavior.
- Being aware of and following the rules and regulations of the school and district.
- Supporting the school's discipline policy.
- Express high expectations and offer praise and encouragement for achievement.

### **Responsibilities for Students**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best.
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions.
- Participate in class discussions and activities.
- Be honest and respect the rights of others.
- Follow the school's class/rules of conduct.
- Ask for help when we don't understand.
- Do our homework every day and ask for help when needed.
- Study for tests and assignments.
- Read at least 30 minutes every day outside of school time.
- Get adequate rest every night.
- Use the library to get information and to find books that we enjoy reading
- Give to our parents or to the adult who is responsible for our welfare the Parent Information Folder with all the notices and information we receive at school every day.
- Work to resolve conflicts in positive non-violent ways.
- Work hard to become a good citizen of my classroom as well as the school community.

**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: <u>PS 219 K</u>	DBN: <u>18K219</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

Homework help, test preparation skills and activities will be offered. The hope is to boost students' performance in regular classes and build a good foundation for school-wide and statewide tests.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Although the school focuses on continuous professional development for every teacher, all General Education/Special Education/ESL teachers are made aware of the need for embedded professional development in order to provide instruction to all students including ELLs. On a daily basis the ESL teacher, General Education and/or Special Education teacher collaborate regarding how they can work in conjunction with the current academic needs of the ESL students. This

### Part C: Professional Development

articulation process helps us to focus on and allow for the promotion and acknowledgement of students' social, cultural, emotional and academic needs in all areas. This articulation between the ESL and Classroom teacher is ongoing throughout the school year.

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

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

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

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

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

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

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

### Part D: Parental Engagement Activities

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

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

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

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

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

The school has begun the process of informing parents of these classes. Many posters will be placed around the school building, telephone calls will be made and informational meetings will be held. The

**Part D: Parental Engagement Activities**

positive impact we believe will inspire many parents to attend the ESL classes and not only improve their English proficiency but will help to improve literacy practices in all content areas for our ELL students.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Winsome Smith</b>	Assistant Principal <b>Wanda Singletary</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Coquille Houshour</b>	School Counselor <b>Gladys Freeman</b>
Teacher/Subject Area <b>Sheila Vaughan</b>	Parent <b>Sophia Taylor</b>
Teacher/Subject Area <b>Anthony Lucas</b>	Parent Coordinator <b>Anthony Gordon</b>
Related-Service Provider <b>Kayan Hall Austin</b>	Borough Field Support Center Staff Member <b>Soeurette Fougere</b>
Superintendent <b>Beverly Wilkins</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	556	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	40	<b>Newcomers</b> (ELLs receiving service 0-3 years)	35	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	35		2	5						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	7	7	4	2	3	1								0
Chinese														0
Russian														0
Bengali			1											0
Urdu														0
Arabic	2	2		1		2								0
Haitian	1	1		1	1									0
French		2			2									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3	1	1			2								0
<b>Emerging</b> (Low Intermediate)	1	3		1										0
<b>Transitioning</b> (High Intermediate)	1			2	2	1								0
<b>Expanding</b> (Advanced)	2	8	2	4	2									0
<b>Commanding</b> (Proficient)			2	1	1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			2	1	1									0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		1						0
4	2								0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
Formal and informal assessment tools are used to assess early literacy at P.S. 219. Both the classroom teachers and our ENL teacher use the TCRWP data and Fountas and Pinnell Running Records to track students' literacy levels throughout the school year. Classroom teachers use teacher-generated ReadyGen and Go Math assessments to monitor student's progress. Using assessment data, our ENL teacher and ELL classroom teachers are able to identify ELL students' specific needs, adapt instruction and work in a collaboratively to ensure growth.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
NYSESLAT testing data shows that the majority of ELLs reach higher levels of proficiency on the listening and speaking modalities first, followed by reading and writing, which happens after students develop their listening and speaking skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The classroom teachers and our ESL teacher use the results of the Periodic Assessment as a guideline for individual instructional plan for ELLs in order to meet this year's Annual Measurable Achievement Objectives. Data reveals that: numerous ELLs are at an at-risk level due to poor attendance records; many students were only 2-3 questions away from scoring the next ELL proficiency level; and all students scored a 1 or 2 on the ELA and Math tests.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?  
NYSESLAT testing data shows that the majority of ELLs reach higher levels of proficiency on the listening and speaking modalities first, followed by reading and writing, which happens after students develop their listening and speaking skills. Classroom teachers and our ENL teacher use the results of the Periodic Assessment as a guideline for individual instructional plan for ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] The school utilizes the data to identify student's language proficiency levels to identify the level of language support ELLs require. ELLs who are beginners receive the most support (360 minutes or more of ESL). ELLs who are intermediate also receive 360 minutes or more of support. Advanced students receive 180 minutes or more of ESL support. Proficiency levels determine how teachers modify their curriculum to meet student's needs.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers ensure a student's new language development is considered in instructional decisions by including various teaching techniques in lesson planning and teaching. All purchased instructional materials for ELL classroom teachers include instructional supports for ELLs. Additionally, classroom teachers consult and collaborate with our ENL teacher to ensure that ELL's needs are met.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Not applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Success of the ELL program is evaluated by ELL performance on periodic informal and formal assessments, NYSESLAT data, state assessments, and whether we have met our AYP for ELLs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
When parents register their children, a staff member assists them with filling out registration materials, at which time parents are asked if a language other than English is spoken at home. If a language other than English is spoken at home, the following procedures ensue:
  - A qualified staff member who speaks the parent's home language is called to assist in finishing the initial registration materials.
  - Once the registration materials are complete, our licensed ENL teacher is called to conduct the Home Language Identification Survey (HLIS) and interview the student or parent in English and/or the parent's preferred language, with the help of an in-staff, volunteer interpreter, or over-the-phone interpreters via the Translation and Interpretation Unit, if necessary.
  - A copy of the HLIS is placed in the student's cumulative file and ELL folder.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
If the ENL teacher determines during the initial registration that a student may be a SIFE, the ENL teacher completes a SIFE questionnaire and evaluates the student's former report cards and student work, preferably in their native language.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The Language Proficiency Team (LPT), comprised of a school administrator, certified ENL teacher, special education teacher, and the student's parent or guardian, along with a qualified interpreter or translator, if needed, determines if a newly enrolled student with an IEP is eligible for the NYSITELL. The LPT's determination is based on evidence of the student's English language development; history of language used in school, at home, or in the community; results of an individual student evaluation of conducted in accordance with CR Part 200.4(b)(6), including assessments administered in the student's home language; and information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting the student's ability to demonstrate English proficiency. The principal reviews the LPT's determination, and the superintendent makes the final decision.  
  
If the student is determined eligible, the LPT works with the Individualized Education Program (IEP) team to ensure the ELL-SWD is scheduled to receive entitlement services, as well as ELL and SWED testing modifications and accommodations (SWDs), as detailed on their IEP.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL has been administered and scanned, and a student is determined to be an ELL, entitlement or non-entitlement letters and an invitation to attend an orientation meeting are immediately sent home with students.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If the Language Proficiency Team (LPT) determines a student is not an ELL, a non-Entitlement letter NYSITELL letter explaining that the parent has 45 days from the date of enrollment to appeal their child's ELL status is sent home with the student.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When a student is identified as an ELL, an entitlement letter inviting parents to an orientation meeting is sent home with the student within five school days. At the parent orientation, parents are informed of the three instructional models available to NYC ELLs and are shown the DOE ELL parent orientation video, which explains all three program choices and is available in 13 languages. They then complete and sign the Parent Survey & Program Selection Form. Parents are encouraged to complete this form during the orientation session, but, if they are unable to make a decision at the time, they are informed they have 5 days to return the completed form.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the orientation meeting, which is facilitated by ENL teacher, after parents watch the DOE ELL parent orientation video and complete the Parent Survey and Parent Selection form. Based on their program selection, they are immediately given a placement letter.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Completed Parent Survey and Program Selection forms are entered into a spreadsheet and filed in student's ELL folders.

9. Describe how your school ensures that placement parent notification letters are distributed.

We ensure placement parent notification letters are sent home with students within the allotted time, which is then documented in a spreadsheet, and a copy of the letters are placed in the student's ELL folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation, including HLIS, Parent Survey and Program Selection forms, entitlement/non-entitlement letters, etc. are placed in student's ELL folders.

11. 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.

The ENL teacher and testing coordinator work together to create a NYSESLAT testing schedule within the NYSESLAT testing window. Each modality is tested a different day. The testing schedule includes time for testing absentee students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We ensure continued entitlement and transitional support parent notification letters are sent home with students within the allotted time, which is then entered into a spreadsheet, and a copy of the letters are placed in the student's ELL folder.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

At P.S. 219, all parents of enrolled students have selected our ENL program. When a parent requests a bilingual or dual language program, which are not currently offered at our school, we will contact the Division of Engange Language Learned and Student Support to assist us in coordinating a transfer with the Office of Student Enrollment.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
Currently, we have a stand alone ELA ENL program for entering-level ELLs, and pull-out ENL program for the rest of our ELLs.  
Students are pulled out in graded homogeneous groups with a few exceptions.
  - b. TBE program. *If applicable.*  
Not applicable.
  - c. DL program. *If applicable.*  
Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Our ENL teacher is dually certified in ESOL and Common Branches, and therefore is able to teach a flexible stand-alone and integrated ENL program and provide all ELLs with the mandated number of instructional minutes, as per CR Part 154. Entering and emerging level ELLs are provided two stand-alone ENL/integrated ELA classes eight periods per week. Transitioning and expanding level ELLs are provided one stand-alone ENL/ELA pullout class four times per week. Commanding ELLs are provided a stand alone ENL class two periods per week.
3. Describe how core content is delivered in each program model. 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.  
Core content is integrated into ENL and ELA instruction in accordance with CCLS with more of an emphasis on non-fiction reading material in order to develop ELL vocabulary.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
New admits whose home language is Spanish are administered the Spanish LAB-R, in addition to the NYSITELL.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ENL teacher and classroom teachers conduct both formal and informal assessments for all four modalities--listening, speaking, reading, and writing--throughout the year. The ENL teacher and classroom teachers collaboratively review student's assessments, which inform instruction.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL statusInstruction is differentiated in every classroom for all students, including ELLs subgroups, through whole group lessons using modeling, charts, visuals and technology. Small groups and pairing is utilized. Teachers confer with students one-on-one to provide additional instructional support.  
  
Instruction is differentiated for newcomer ELLs by providing phonemic supports, singing, chanting, the use of TPR, simple graphic organizers and more non-fiction shared reading with large or shared texts, and shared writing exercises. Developing ELLs are provided more complex graphic organizers and more shared reading support. ELLs participate in a Title III after school program to support language acquisition and development in reading, writing and math. We currently do not have SIFEs.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.  
Not applicable.
8. 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?  
Teachers of ELL-SWDs use numerous instructional strategies to help their students access academic content and accelerate English language development, such as scaffolding lessons to meet students where they are, differentiate lessons by providing visual and auditory aids, offer manipulates for hands-on engagement opportunities wherever possible, as well as pairing, small group instruction and one-on-one conferring.

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The classroom teachers and the ENL teacher collaborate on curricular, instructional planning to ensure we achieve ELL-SWDs' IEP goals and attain English proficiency. ELL-SWD students are scheduled in Integrated Co-Teaching (ICT) classrooms whenever possible.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

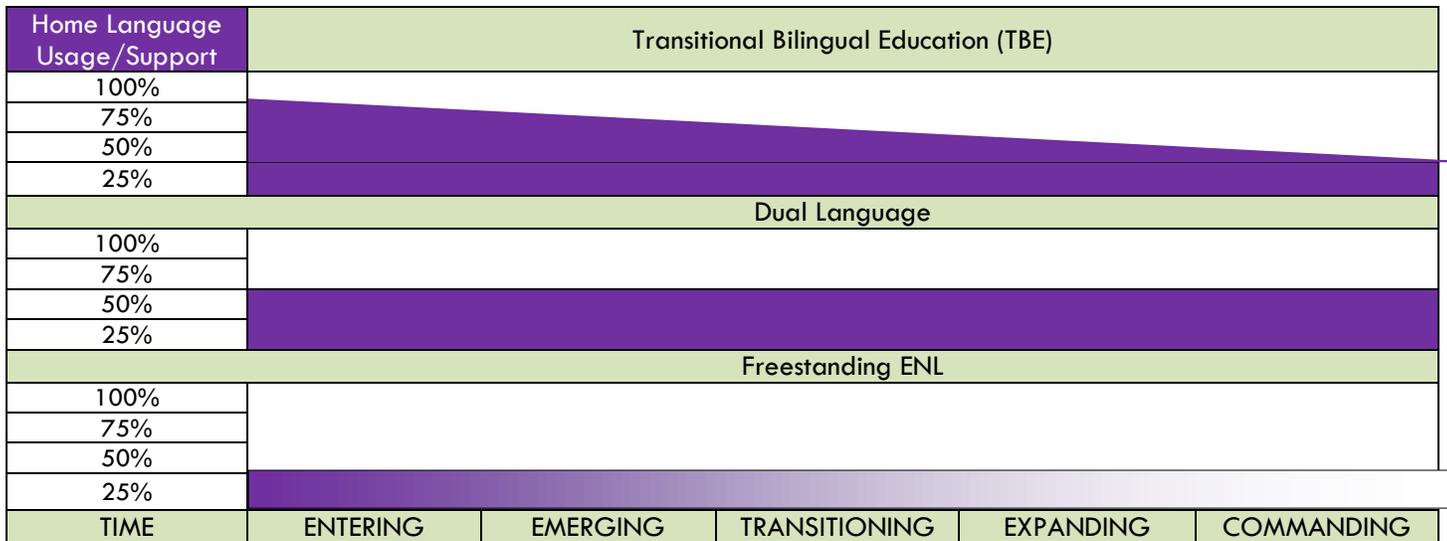


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
ELL students determined to be at-risk receive intervention services, such as Academic Intervention Services (AIS) and At-Risk Resource Room instruction, and individual or small group instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our ESL program moves beginner and intermediate ELLs more effectively than our advanced ELL students.
12. What new programs or improvements will be considered for the upcoming school year?  
One of our targets is to improve ELL attendance. We are considering more programs to get parents of ELLs more involved, such as workshops and classes, that will help us address attendance issues with parents.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students at P.S. 219 have access to after school programs, and ENL students participate in after a Title III funded ELL after school program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Classrooms are print rich; have word walls; content area vocabulary charts; extensive, leveled, genre and topic based libraries; and have reference books and dictionaries in English and in native languages, where appropriate. Strategy, process and content charts created by teachers, with and for students, are used instructional aids. Digital audio and visual media are available in all classrooms, such as listening centers; SmartBoards; computers; and LEAP Frog electronic books. Students also have on-line resource subscriptions. Additionally, there are extensive assortments of math manipulatives for hands-on exploration in every classroom.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
ENL instruction is offered in English, with some native language support, when appropriate, or as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Classroom teachers, service providers and our ENL teacher work together to ensure ELLs receive all required services instruction appropriate for their age and grade levels during grade-level planning sessions and shared preparation periods.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs, in grades 1-5, as well as many Pre-K and K students, register after the beginning of school, so we presently do not offer activities for newly enrolled ELLs before the start of the school year. We do offer orientations for newly enrolled Pre-K and Kindergarten students in June, prior to the new school year. These orientations include an introduction to key school personnel; descriptions of programs offered; ELL identification and placement procedures; what to expect the first few days of school; how to prepare children for Pre-K and Kindergarten over the summer; how to cope with separation anxiety; a school tour, including visits to classrooms across the grades; and a Q&A session with the Assistant Principal. Materials are translated and interpreters are available during these orientations.
19. What language electives are offered to ELLs?  
We are an elementary school; language electives are not offered.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Professional development is provided for all teachers by a CITE staff developer. The Principal and Assistant Principal facilitate professional development sessions for staff during grade and schoolwide meetings. The school schedule is arranged so every grade has at least three common prep periods per week allowing for collaboratively planning. Additionally, the ENL teacher shares at least one common prep with each grade level to collaborate with ELL students' teachers. All faculty conferences are planned as opportunities for teachers to learn from one another. The focus of professional development this year is "How to provide cognitively rigorous instruction for all students?", which is one of the components of the framework for grade schools and an evaluative measure in the Learning Environment Survey.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher attends monthly professional development opportunities with the Brooklyn South Brooklyn Field Service Center.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor and parent coordinator oversee the transition to middle school, conducting informational meetings for parents and students about the application process and programs supporting that process. They assist families with visits to middle schools and application process. Translation and interpretation services are provided as needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.  
Teachers attend out-of-building professional development trainings or workshops specific to ELLs offered by the Brooklyn South Brooklyn Field Service Center and outside agencies, and turnkey information and methodologies from these trainings or workshops to their colleagues during common planning periods or after school schoolwide meetings. Additionally, teachers observe each other during in- and inter-school visitations.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to initial parent orientations, family night, and parent-teacher conferences, we schedule meetings with individual parents during our ongoing weekly Parent Tuesdays to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. In-house translators, parent volunteers and the over-the-phone Translation and Interpretation Unit are used as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Meetings with parents are recorded in teachers' Parent Meeting Logs. Documents sent home to parents are placed in student's individual ELL files.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents attend Family Night at the beginning of each school year. Workshops for parents are offered by outside organizations, teachers, the guidance counselor and the Parent Coordinator on topics such as helping their children homework, online learning, nutrition, parenting issues, and other topics of interest to parents. Parents are involved in the school in a variety of ways: they are on our PTA, School Leadership Team, volunteers for school social and cultural events, etc. Parents attend workshops on their child's curriculum and upcoming standardized tests. Through our Title III funding, parents attend instructional meetings on NYSESLAT and at-home English learning led by our ENL teachers.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are partnered with University Settlement to provide after school programs.

5. How do you evaluate the needs of the parents?

Parent's needs are measured and evaluated in a number of ways: parent's Learning Environment Survey results are evaluated by teachers and school staff; teachers and staff members discuss parent's needs during grade meetings; the ENL teacher shares parent's needs with classroom teachers individually or during grade/schoolwide meetings; and the Parent Coordinator meets with teachers and staff members to relay parents' needs; and the Parent Teacher's Association and School Leadership Team evaluate parent's needs through feedback at monthly meetings and various events throughout the school year.

6. How do your parental involvement activities address the needs of the parents?

All parent involvement activities are planned in direct response to parent request and need. This year, for the first time, will be sending home quarterly progress reports for ELLS, in addition to three report cards, as a direct response to a parent body request for more communication on student progress.

### D. Additional Information

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

**School Name: Kennedy King Elementary**

**School DBN: 18K219**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winsome Smith	Principal		9/8/15
Wanda Singletary	Assistant Principal		9/8/15
Anthony Gordon	Parent Coordinator		9/8/15
Coquille Houshour	ENL/Bilingual Teacher		9/8/15
Sophia Taylor	Parent		9/8/15
Sheila Vaughan	Teacher/Subject Area		9/8/15
Anthony Lucas	Teacher/Subject Area		9/8/15
	Coach		
	Coach		
Gladys Freeman	School Counselor		9/8/15
Beverly Wilkins	Superintendent		9/8/15
Soeurette Fougere	Borough Field Support Center Staff Member _____		9/8/15
	Other _____		
	Other _____		
	Other _____		



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 18k219**      **School Name: Kennedy-King Elementary**  
**Superintendent: Beverly Wilkins**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Upon admission to the NYCDOE, each parent completes a parent/guardian Home Language Identification Survey identifying written and oral communication preferences, which are then entered into ATS. Additionally, language preferences are recorded on emergency blue cards, which are maintained in the main office, in teacher's classrooms, and with the nurse. We also have language preferences recorded on admissions forms, which remain in students' cumulative folders. Language preferences are shared with the school community by a designated staff member, as well as through the information on the blue cards and in cumulative folders.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Currently, we have a student enrollment of 556, of which about 40 parents/guardians, or 7.2%, prefer translation and interpretation services in languages other than English. The indicated preferred languages for both oral and written are as follows: Spanish (23), Arabic (7), French-Haitian (5), Haitian-Creole (4), and Bengali (1).

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At the beginning of the school year, admission documents, the Discipline Code, the school handbook are provided in the parent/guardian's preferred language. Throughout the school year, the following general correspondence and forms are provided in the parent/guardian's preferred language: parent newsletters, notifications about Parent Tuesdays, Family Night, Parent Teacher Conferences, Parent Teacher Association meetings, after school programs, New York State testing dates, and other important events.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral interpretation services are available for Family Night on September 16, and Parent Teacher Conferences on November 5, March 3 and May 13, and the annual ELL Parent Orientation. Additionally, interpretation services are also available when requested by parents or teachers for our standing weekly Parent Tuesdays, wherein parents/guardians are invited to meet with teachers after school. Additionally, designated staff persons provide interpretation services during registration, and when requested by parents/guardians and staff members, such as teachers, the attendance teacher, guidance counselors, etc. throughout the school year.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Standard translated correspondence and materials provided by the NYC Department of Education are utilized, and additional correspondence and forms for formal events are translated by the Translation & Interpretation Unit. Teachers are provided Translation & Interpretation request forms, if they require additional materials translated. In-house staff translate materials whenever possible.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided by identified in-house staff and parent volunteers for formal and informal events. Additionally, the Translation & Interpretation Unit's over-the-phone interpreters are utilized if an in-house staff member or parent volunteer is not available. Outside vendors are utilized for Parent Teacher Conferences.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are provided a list of in-house staff or parent volunteers who speak other languages. Additionally, staff members are provided copies of the T&I brochure, Language ID Guide, and Language Palm Cards. Procedures for requesting an in-house staff member's assistance with translation or interpretation are explained and provided. For example, a teacher may request another staff member to assist with interpretation during our weekly Parent Tuesdays meetings or other parent meetings. The procedures for requesting the services of the Translation & Interpretation Unit are explained.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents/guardians requiring language assistance services are provided a copy of the Bill of Parent Rights and Responsibilities, which outlines their rights regarding translation and interpretation services in their preferred language. A sign with languages covered, as well as the availability of interpretation services, is prominently placed in the primary entrance to our school. The Safety Plan contains procedures for ensuring language access services are provided for parents/guardians.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school has many mediums from which we gather feedback from parents regarding the quality and availability of services. We have weekly Parent Tuesdays, wherein parents/guardians are invited to meet with teachers, Family Night, and parent teacher conferences three times a year. Additionally, parent surveys are evaluated as a staff, and parent responses to the surveys inform our school's procedures.