

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **09X215**

School Name: **KAPPA**

Principal: **SHERI WARREN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

Knowledge and Power Preparatory
Academy (K.A.P.P.A) O9x215

School Name: _____ School Number (DBN): _____
5 through 8

Grades Served: _____
3630 Third Avenue

School Address: _____
718-590-5455 ext. 3651 718-681-4266

Phone Number: _____ Fax: _____
Sheri Warren swwarren

School Contact Person: _____ Email Address: _____
Sheri Warren

Principal: _____
Marcia Jo Shepherd

UFT Chapter Leader: _____
Karen Evans

Parents' Association President: _____

SLT Chairperson: _____

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

09 Leticia Rodriguez Rosario

District: _____ Superintendent: _____
1245 Washington Avenue Rm 102

Superintendent's Office Address: _____
Bronx, NY 10456

Superintendent's Email Address: _____
LRosario2@schools.nyc.gov

Phone Number: _____ Fax: _____
718- 579-7143

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
BFSC Bronx

1 Fordham Plaza, Bronx, NY 10458

Director's Office Address:

JRuiz2@schools.nyc.gov

Director's Email Address:

718-828- 7776

Phone Number:

Fax:

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)
Sheri Warren	*Principal or Designee	
Marcia Jo Shepherd	*UFT Chapter Leader or Designee	
Karen Evans	*PA/PTA President or Designated Co-President	
Kathy Otiti Hicks	DC 37 Representative (staff), if applicable	
	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>	
Leonard Barton	CBO Representative, if applicable	
Alpha Bazilio	Member/Teacher	
Katiuska Hernandez	Member/ Parent	
Marlene Garcia	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Teresa Bell	Member/ Teacher	
Beverly Goodman Tonah	Member/ Teacher	
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

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

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

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

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

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

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

Strategic Collaborations/Partnerships

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

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

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

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

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

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

School Strengths

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

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

Academic

- KAPPA is in good academic standing
- Regents - 85% of K.A.P.P.A scholars passed the Common core Algebra Regent. 80% of K.A.P.P.A scholars took the Living Environment Regents and passed
- Math Competitions – Select K.A.P.P.A scholars participate and sometimes place in the Pi5NY Math Competition
- Top Scholar Tour (TST) – Annually, 50 students participate in an out of state trip (3-5 days) based on exemplary grades, behavior and attendance

- 95% of K.A.P.P.A's former 8th graders earn high school credit in 9th grade to be on track for high school graduation

- K.A.P.P.A received a rating of "Excellent" for improvement for the Lowest Performing Students on the ELA state Assessment (2014)

- K.A.P.P.A received a rating of "Good" for improvement for all students on the ELA state assessment and for the Lowest Performing Students on the state Math assessment

- K.A.P.P.A is meeting the target for closing the achievement gap

Attendance

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

School Environment

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

School Challenges

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

- Lack of Funding

*The ongoing decrease in funding due to decreased enrollment in special education and general education populations negatively affects the school's ability to efficiently function. KAPPA currently has no coaches, AIS program, school sponsored afterschool program, dean, etc. the school also does not have enough money to support a full time arts and foreign language program.

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

- Shared Space

- Lack of Visual/Performing Arts Program

- Lack of Professional Development

- Unidentified ELLs

Key Areas of Growth

- Progress Monitoring – During the 2014-2015 school year, progress monitoring was conducted inconsistently. This year, simulated exams in ELA and Math will be conducted three times during the year. The data will be shared with all teachers and families and will be analyzed in order to inform instruction.

- Eighth Grade Performance on ELA exams – There was a 55% increase in performance of eighth grade students on the New York State ELA exam (2014 vs. 2015).

- Regents Exams – Regents exams are now administered in both Algebra and Living Environments to all eighth grade students who are willing to take the exam.

09X215 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	05,06,07,08	Total Enrollment	299	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	84.8%	% Attendance Rate			94.9%
% Free Lunch	86.3%	% Reduced Lunch			4.8%
% Limited English Proficient	10.5%	% Students with Disabilities			12.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			49.6%
% Hispanic or Latino	41.8%	% Asian or Native Hawaiian/Pacific Islander			7.2%
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.43
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	22.7%	Mathematics Performance at levels 3 & 4			33.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			86.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			92.1%
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		YES
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	YES	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.

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- High Behavioral Expectations
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- Teacher commitment to students
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retreats and update the technology, the school

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

Key Areas of Growth

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

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, 3% of the students will improve their performance on the writing component on the New York State ELA exam.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Increase in the number of on demand writing tasks (short and extended) given within a 45 minute class period</p>	<p>All students</p>	<p>September 2105 – June 2016</p>	<p>Administrators Teachers</p>
<p>Students will compose a minimum of 3 common core aligned Literacy writing performance tasks in Science and Social Studies</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Administrators Teachers</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Professional development for teachers</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By January 2016, students would have completed two writing tasks in ELA, one writing task in Social Studies and Science, and two sections of the cumulative portfolios in math classes. Students would have also completed two ELA and Math Ready NY exams that are Common Core aligned and include writing. The students would have completed the New York City Benchmark Exams in Science and Social Studies.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.
- During the 2014-2015 school year, % of students attending KAPPA Middle School felt that the school did not offer enough variety of programs, classes and activities to keep them interested in school.
 - During the 2014-2015 school year, % of parents were satisfied with the education their child was receiving at KAPPA middle school.
 - During the 2014-2015 school year, % of students attending KAPPA Middle School felt that they were safe on school property outside of the school building.

Due to a lack of funding, KAPPA was able to offer students limited classes in visual arts and no classes performance arts.

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.

By June 2016, there will be a 20% increase in the number of students that participate in school wide events.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Student Government Council	All students	October 2015 – June 2016	Administrators Teachers
Art Class	All students	September 2015 – June 2016	Administrators Classes
Campus Based Intramural Basketball Team (Boys and Girls)	5 – 8 grade students	September 2015 – June 2016	Coaches
Bi- monthly school wide academic competitions	All students	September 2015 – June 2016	Administrators Teachers Staff

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Art teacher Art supplies Coaches</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st 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 January 2016, K.A.P.P.A would have facilitated a minimum of two school-wide academic competitions in which students could participate

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 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.

*A Professional Development Committee was established in June 2015

*The Professional Development Committee met in June 2015 to create a Professional Development Calendar based on self -identified needs and areas in which teachers scored low on ADVANCE. A survey was created and administered through Google. The results were tallied and the calendar was created based on the data

*Teachers completed a professional development needs assessment in June 2015

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

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

Strengths

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

Needs

- Funding – The lack of funding hinders the school to pay for professional development (on and off side)

Professional Development – Consultants/coaches are needed to provide professional development

Part 2 – Annual Goal

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, 75% of the staff would have participated in professional development provided by external consultants.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A concerted effort will be made to write, apply, and submit grants that will offset the cost of professional development</p>	<p>Educational institutions and organizations</p>	<p>September 2015 – June 2016</p>	<p>Supervisors Select teachers</p>
<p></p>	<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>	<p></p>
<p></p>	<p></p>	<p></p>	<p></p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Grant writing consultants</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By January 2016, 25% of the faculty would have participated in professional development provided by external consultants.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

*A Leap Apprentice (2013-2014) cohort has been hired as an Assistant Principal at KAPPA

* Two teachers currently (2014-2015) serving as Common Core Social Studies Curriculum Writers

*Five teachers and two Assistant Principals (2014-2015) participated in the New Teacher Instructional Mentoring Program

* KAPPA Strengths

*KAPPA has been able to build capacity in the varied areas of teacher-leadership

KAPPA Needs

*Several of the participants previously/currently participating in professional development programs are the same staff members

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.

By June 2016, 25% of teachers and supervisors will participate in annual programs that will support their professional growth.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>KAPPA will write and apply for grants in order to support the instructional goals of the school</p>	<p>Administrators Teachers</p>	<p>September 2015 – June 2016</p>	<p>Administrators Teachers Consultants</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Consultants</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By January 2016, KAPPA would have sponsored professional development to at least 50% of the staff</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

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

- KAPPA’s Open Door policy
- Open House every Thursday (Visitors and Prospective Students)
- Saturday Orientation (New Students)
- Summer Orientation (New Students)
- Father/Daughter Dance
- Annual Spelling Bee
- Annual Math Competition By June 2015, parental involvement will increase by 10%, as compared to the previous year, with the implementation of digitally archived workshops, seminars, webinars etc.
- School wide Carnival
- The Gong Show
- Literacy Fair
- Toy and Canned good drives
- Parent based Workshops
- District 9 Parent Coordinators of Morrisania Cohort Events
- International Day

Part 2 – Annual Goal

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, parental involvement will increase by 20% as compared to the previous year with the implementation of new events to engage parents

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Develop parent workshops based on parent interests.</p>	<p>All parents, students, and key stakeholders</p>	<p>The start date for this project would be September 2015. We will have met our goal by June 2016.</p>	<p>* The start date for this project would be October 2015. We will have met our goal by June 2016.</p>
<p>Appoint a moderator for the PA meetings</p>	<p>All parents, students, and key stakeholders</p>	<p>The start date for this project would be September 2015. We will have met our goal by June 2016.</p>	<p>*Sheri Warren, Principal Parent Coordinator *External Professional Development Facilitators</p>
<p>Order Video equipment to create digital recordings</p>	<p>All parents, students, and key stakeholders</p>	<p>The start date for this project would be January 2016. We will have met our goal by June 2016.</p>	<p>*Sheri Warren, Principal, Parent Coordinator *External Professional Development Facilitators</p>
<p>Create introductory database workshop to familiarize parents with our new system</p>	<p>All parents, students, and key stakeholders</p>	<p>The start date for this project would be January 2015. We will have met our goal by June 2016.</p>	<p>*Sheri Warren, Principal, Parent Coordinator *External Professional Development Facilitators</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.

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

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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 January 2016, K.A.P.P.A. would have digitally archived 2 parent workshops and made them available to parents to view via the K.A.P.P.A. website.

Part 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> *Retained students *Lowest performing 1/3 *Teacher referral *Failing subject (2 times) 	<ul style="list-style-type: none"> *Conferring *Discussion prompts *Visual aids *Sentence starters *graphic organizers 	<ul style="list-style-type: none"> *One to one *Small group *Whole group discussion 	*During the school day
Mathematics	<ul style="list-style-type: none"> *Retained students *Lowest performing 1/3 *Teacher referral *Failing subject (2 times) 	<ul style="list-style-type: none"> *Use of manipulatives *Small group instruction *Project based learning *Conferring *Peer-tutoring *Discussion prompts *Clarifying vocabulary and symbols *Use of real world applications *Build fluency 	<ul style="list-style-type: none"> One to one *Small group *Whole group discussion 	*During the school day
Science	<ul style="list-style-type: none"> Retained students *Lowest performing 1/3 	<ul style="list-style-type: none"> *Small group instruction *Conferring 	<ul style="list-style-type: none"> *One to one *Small group 	During the school day

	<ul style="list-style-type: none"> *Teacher referral *Failing subject (2 times) 	<ul style="list-style-type: none"> *Discussion prompts *Visual aids *Graphic organizers *Clarifying vocabulary and symbols *Project based learning 	<ul style="list-style-type: none"> *Whole group discussion 	
Social Studies	<ul style="list-style-type: none"> Retained students *Lowest performing 1/3 *Teacher referral *Failing subject (2 times) 	<ul style="list-style-type: none"> *Small group instruction *Discussion prompts *Visual aids *graphic organizers 	<ul style="list-style-type: none"> *One to one *Small group *Whole group discussion 	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> *Retained students *Overage students *Students identified in RTI Meetings *Failing subjects (multiple times) 	<ul style="list-style-type: none"> *Building character *Learning about respect * *Building character – learning about responsibility 	<ul style="list-style-type: none"> *One to one *Small group *Whole group discussion 	*During the school day

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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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><u>Recruitment</u></p> <ul style="list-style-type: none"> • Participation in hiring halls and job fairs • Participation in Open Market System • Advertising • Internal Referrals <p><u>Retention</u></p> <ul style="list-style-type: none"> • Assignments are given based on preferences • Common Planning • Professional Development retreats • Professional Development (onsite/offsite) <p><u>Support</u></p> <ul style="list-style-type: none"> • Teacher Needs Assessment • Teacher professional goals • Team goals (subject/grade) <p><u>Professional Development</u></p>

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

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).

Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	237,953.00	x	5a4b, 5b4b, 5c4b, 5d4b, 5e4b
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,707,116.00	x	5a4b, 5b4b, 5c4b, 5d4b, 5e4b

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Parent Involvement Policy (PIP) Template

Parent Involvement Policy (PIP) Template

Parent Involvement Policy (PIP)

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

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

KParent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback

forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, Common Core Learning Standards understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- Encouraging parents to be involved in their children’s learning by attending Parent Learning Workshops
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- providing parents with Response to Intervention plans for at risk students
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact (SPC) Template

School-Parent Compact

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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. **[School name]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.

School-Parent Compact (SPC) Template

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

IV. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

V. Parent/Guardian Responsibilities:

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

VI. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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>K.A.P.P.A</u>	DBN: <u>09x215</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>37</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <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: _____

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

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

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

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

The language of instruction for the program will be English.

A certified ESL teacher will failitate the extended day program

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

Mastering Standards -English Language Arts (Triumph Learning)

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

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

Common Core Clinics (Triumph Learning)

Continental's New York ELLs _____

Part C: Professional Development

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

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

Begin description here: _

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

Part C: Professional Development

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

Topics to be covered:

Vocabulary Development

Common Core Learning Standards and ELLs

Scaffolding Language and Learning

From Speaking to Writing in the Content Classroom

Reading and Writing in a Second Language

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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

Topics that are covered:

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

-

Part E: Budget

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

Allocation Amount: \$ _____

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

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 09	Borough Bronx	School Number 215
School Name Knowledge and Power Preparatory Academy		

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 Sheri Warren	Assistant Principal V. Dickerson, W. Saygbe
Coach not applicable	Coach not applicable
ENL (English as a New Language)/Bilingual Teacher Steven Edelman	School Counselor Inez Feliz
Teacher/Subject Area not applicable	Parent
Teacher/Subject Area not applicable	Parent Coordinator Vacancy
Related-Service Provider Enriqua White	Borough Field Support Center Staff Member type here
Superintendent Mrs. Leticia Rodriguez Rosario	Other (Name and Title) type here

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 not 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 not 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)	270	Total number of ELLs	41	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <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 #
Transitional Bilingual Education						0	0	0	0					0
Dual Language						0	0	0	0					0
Total	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					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	11
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	7

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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	21	8	2	13	0	6	7	0	2	0
Total	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	0	0	0					0
SELECT ONE						0	0	0	0					0
SELECT ONE						0	0	0	0					0
TOTAL	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																		
SELECT ONE											0	0	0	0	0	0	0	0	0	0
SELECT ONE											0	0	0	0	0	0	0	0	0	0
SELECT ONE											0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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						1	1	3	4					0
Chinese														0
Russian														0
Bengali						1	6	3	2					0
Urdu														0
Arabic														0
Haitian														0
French							1	1	1					0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							4	6	7					0
TOTAL	0													

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
Entering (Beginning)						1	2	0	2					0
Emerging (Low Intermediate)						1	2	5	1					0
Transitioning (High Intermediate)							1	1	2					0
Expanding (Advanced)							7	7	9					0
Commanding (Proficient)							0	0	0					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								1	1					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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	0			0
6	8	2			0
7	11	2			0
8	12	0			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5			1						0
6	6		3		1		2		0
7	10		3						0
8	7		4		1				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.
 All students are administered an ELA diagnostic in late September. This data informs all teachers what specific skills students struggle to master. Based on the data classroom teachers set and monitor S.M.A.R.T goals for each student. The insights that this data provides is that the majority of ELL students encounter difficulty matriculating from expanding to commanding levels of the assessment. 32 out of 37 students scored a Level 1 on the New York State ELA exam. ELLs will need more direct instruction and remediation in listening and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal that, at all grade levels, students are performing more poorly on the writing section of the NYSESLAT than any other section. Students are more performing slightly better on the reading section as compared to the listening section. Students scored the best on the speaking section of the assessment.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school uses information from the AMAO in order to create instructional goals for the upcoming year. The data revealed that approximately 50% of long terms ELLs are not testing out of the status before graduating from KAPPA. It also tells us that over 90% of the ELLs are testing at Level 1 on the New York state ELA exam.
- 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?
 This data has clear indications and affects instructional decisions. The listening and writing subtests are a particular challenge for ELL students at KAPPA. This challenge in listening and writing is informing our instruction and curriculum decisions. For example, in the area of listening, the goal is to develop the auditory skills of the ELLs. For example, one strategy we will use is the incorporation of audio tapes and listening centers into lessons so that students can listen to text as they read. This will help improve their auditory skills. Academic writing

is the targeted skill that gives ELLs increased opportunities to write more formally and informally and to receive feedback from the ESL and classroom teacher. For example, students will brainstorm, complete quick writes, and use graphic organizers and storyboards in their prewriting activities. Students who need writing support are guided away from thinking of writing as a one-time process." ELLs who struggle in writing will often postpone completing writing assignments, thinking that once they sit down and write, the task can be completed in one work session. With guidance and explicit feedback from the ESL teacher and classroom teachers, students will realize that completing a writing assignment involves several steps, such as, narrowing the topic, planning, drafting, revising one or more times."(Ramsey, R., & Pavlik, R. (2001). Reading and Writing Source book. (Teacher's ed., p. 34). Wilmington,MA: Houghton Mifflin Company). At each step of the process students will receive explicit feedback from their teachers. ELLs are scoring as well as their English Proficient counterparts on the State ELA and Math exams. Success is evaluated for ELL's by analyzing NYSESLAT data, state exams, informal assessments and increases in student proficiency.

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](#).] Currently, there are 2 ELLs in the 5th grade. Based on the results of the data, these two students are grouped heterogeneously with their classmates. They are paired with groups of students that possess strong Literacy skills. In addition, the ELA and/or ESL teachers confer with them individually and in small groups in order to remediate and/or scaffold their instruction. The ESL teacher uses the RTI Guide for Teachers to inform the lesson and/or unit plans.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The Universal Design for Learning Framework is used to ensure that second language learners are being considered in instructional decisions. This framework is utilized to address learner variability. Multiple means of representation, action, and expression and engagement are used to develop lessons that cater to a variety of learning styles. The UDL guidelines are incorporated in every unit as well as daily lesson plans.
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).
Program success is evaluated by the number of students who improve their performance on the NYSESLAT, ELA and Math state exams, school wide assessments, formative assessments and the number of students that test out of ELL status.

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.
As per Commissioner's Regulations Part 154, (CR Part 154) school districts in New York State must follow the approved procedure for identifying students who are Limited English Proficient (LEP) in order to provide them services. Prospective students and parents are interviewed and given an informal assessment in English by Principal Warren, and if applicable, by Guidance counselor, Inez Feliz. Next, a Home Language Identification Survey (HLIS) is completed to determine whether there is a language other than English present in the home. If a language other than English is indicated in the HLIS then ESL licensed teacher, Lisa Munoz administers the Language Assessment Battery-Revised (LAB-R) assessment. The LAB-R is hand scored to ensure proper placement within 10 days of their enrollment.
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).
SIFE students are identified via a series of questions that are posed to the students and/or parents upon their initial interviews/registration at KAPPA
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).
ATS and SESIS reports are generated for newly enrolled students with IEPs. Once identified, the students' NYSESLAT scores are reviewed and ESL programs are created for them based on the required number of minutes they are mandated to have for ESL instruction.

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.
If a student scores at or below the cut off score provided for the LAB-R, s/he is considered an English Language Learner (ELL) and placed in a Freestanding English as a Second Language (ESL) program with the mandated number of units of study of ESL depending on their English proficiency levels. Parents receive a welcome letter from ESL teacher informing them that their child will be receiving ESL services. The LAB-R is the only New York State approved assessment for initial identification of students as Limited English Proficient (LEP) and for initial placement into English proficiency levels. It is given upon entry and is given only once. If a student is transferring schools within New York City, the student's testing history is reviewed to determine his/her English proficiency.
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).
At the initial meeting for parents of ELLs, parents are individual notified about their child's ELL placement. Parents are then informed of their rights to appeal. If a student is enrolled after this initial meeting, the parents are given the information in an ELL packet that is reviewed by the ESL teacher or the school counselor.
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.
Upon determination of ELLs eligibility, parents are invited to a parent orientation during which parents are shown a DVD that describes the three programs that the NYCDOE offers and complete the program selection form during the interview process all parents or guardians are informed that KAPPA offers only a Freestanding ESL program. They are also informed about other dual language, bilingual and transitional bilingual programs available in neighboring middle schools.
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.
After a student is enrolled at KAPPA the parents or guardians are invited to a "Meet and Greet" in September and a conference for parents of ELL's held in October. At these meetings, parents or guardians receive their entitlement letters. The ESL teacher is responsible to collect the forms. If the forms are not returned the following day, the ESL teacher calls each individual parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teacher creates a cross reference list that identifies parents that have not returned the survey. These parents are invited to attend a one-on-one conference with the ESL teacher or school counselor in order to complete the survey. Since many of the parents are not literate in any language, the survey may be completed with support and a transcription anecdote is placed at the bottom of the actual survey.
9. Describe how your school ensures that placement parent notification letters are distributed.
Each student receives a placement parent notification letter that is sent via backpack. Copies of the letters are maintained and made available during parent teacher conferences.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documentation for ELLs is maintained in a file cabinet in room 365. There is limited access to this office.
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 New York State English as a Second Language Achievement Test (NYSESLAT) is the only New York State approved assessment to determine progress and continued eligibility for bilingual and ESL services. It is given to every ELL annually in the spring. During the interview process all parents or guardians are informed that KAPPA offers only a Freestanding ESL program.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Copies of all letters are made available at every parent/Teacher conferences. If a parent does not attend the conference, information is sent home via backpack.
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).
After reviewing the Parent Survey and Program Selection forms, 95 % of parents or guardians choose to enroll their children in the KAPPA ESL program in lieu of selecting other ELL programs. Parents are aware that they have a choice. This is the best evidence that KAPPA is aligned with parental requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

The stand-alone ENL class is facilitated in 90 minute blocks. The 90 minute lesson consist of the following components: reading comprehension, vocabulary development, grammar/ language arts and independent reading. In this class, students who have scored at the entering/emerging levels are placed into ungraded groups. The remaining students who need instruction in 90 minute blocks are placed in the ungraded heterogeneous groups

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

According to their grade and proficiency levels, ELL students receive a mandated (CR PART 154) number of units of study (a unit is 180 minutes per week). Beginners and intermediate level students will receive 360 minutes of ESL instruction. Advanced ELL students will receive 180 minutes of ESL instruction. The ESL teacher pushes in to work with every ESL student four days a week, for a 45-minute period for the advanced students. Beginners and Intermediate students are seen five days a week for two 45 minute periods a day. ELL students also receive targeted ELA/ESL instruction during the extended day program.
3. Describe how 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.

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

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

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

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

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

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

- Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions
- Summarization, which involves explicitly and systematically teaching students how to summarize text
- Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions
- Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete
- Word Processing, which uses computers and word processors as instructional supports for writing assignments
- Sentence combining, this involves teaching students to construct more complex, sophisticated sentences
- Prewriting, which engages students in activities designed to help them generate or organize ideas for their composition
- Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task
- Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing
- Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing
- Writing for Content Learning, which uses writing as a tool for learning content material "(Graham, S., & Perin, D. (2007).

Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC:Alliance for Excellent Education. We also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two year extension.

7. 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.

At the weekly response to intervention meetings, students re-identified as ELL or non-ELL are identified on an as need basis. Students’ academic progress or lack thereof is accessed through weekly KAPPA cash, quarterly progress reports and teacher reports.

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?

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

9. How 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?

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

Chart

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)	2 units of study <i>per week</i> (360 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/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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

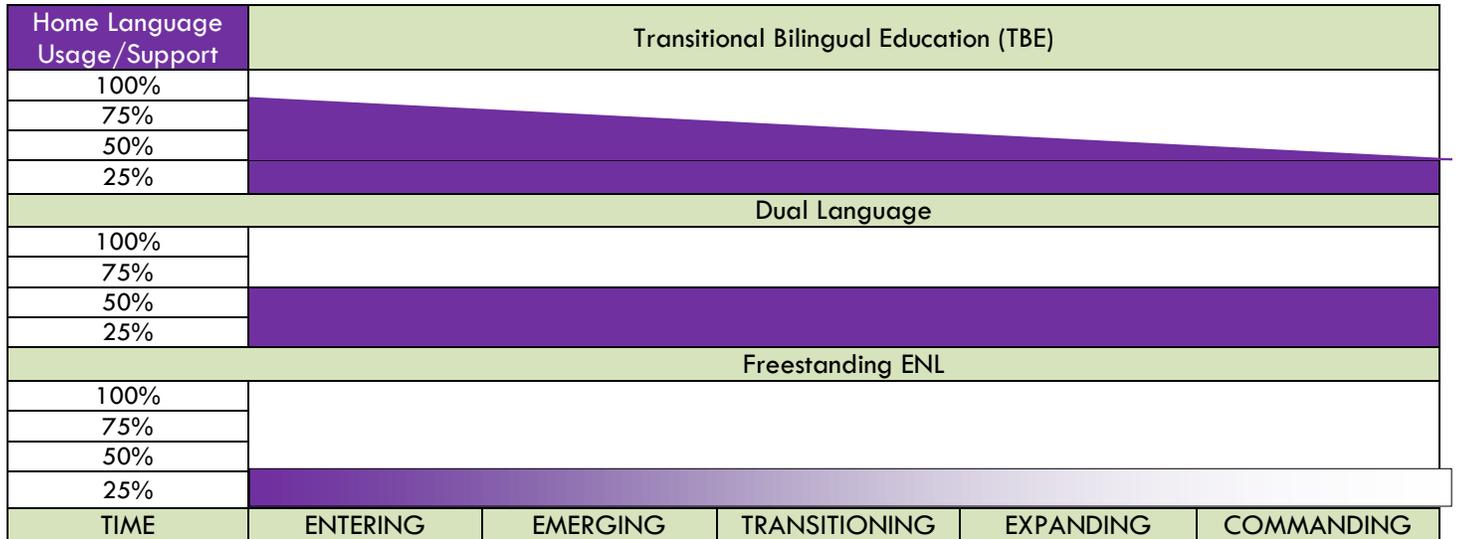


*Note “other approved services” does not apply to New York City at this time.

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. This academic year ELA/Social Studies and Science curriculum has targeted interventions such as; using vocabulary as a curriculum anchor: using visual to reinforce concepts and vocabulary; implementing cooperative learning; using visuals to reinforce concepts and vocabulary; and modeling cognitive and academic language demands. Vocabulary development is integrated with all aspects of the ELA instructional program. During the Math Skills period, the teacher will provide additional support for ELL students who have difficulty keeping up with day to day expectations. This period is also designed to detect and provide ongoing support to students before they fall behind Selection of instructional materials and activities is intended to support student learning during class time. In all classes special settings and supplemental instruction are provided by the classroom teacher. ELL students are required to attend an after school program in ELA and math taught by an ESL teacher and a math teacher who incorporates ESL methodologies in his/her targeted instructional program. ESL classes are taught in English. The after school program is designed to assist with transitional ELLs attaining commanding level on the NYSESLAT.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the past several years Kappa had met both of their Title III AMAO goals. All teachers in all subject areas are aware that they are teachers of ELLs and are incorporating strategies to reach all students. . The program is meeting the needs of ELLs in both content and language development by the following ways:
- Teachers are choosing Common Core aligned content concepts for age appropriateness and that “fit” with educational background of students.
- Teachers use supplementary materials to make lessons clear and meaningful.
- Teachers adapt content to all levels of student
Proficiency—uses graphic organizers, study guides, taped texts, and jigsaw reading...
- Students are provided meaningful and authentic activities that integrate lesson concepts with language opportunities.
12. What new programs or improvements will be considered for the upcoming school year?
- Kappa is thinking of adding a Saturday program. We would like to utilize listening centers to help students improve their performance on the NYSESLAT
13. What programs/services for ELLs will be discontinued and why?
- No programs 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.
- All students have equal access to all school programs. ELL students are offered the opportunity to participate in all school, after school learning programs. ELL's are encouraged to participate in activities such as; Student Government, Yearbook Club and Math Club. In the future we hope to provide supplementary programs through Saturday and Holiday academies.
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.
- Expeditionary Learning and Go Math are two instructional materials used to support ELLs. Students engage with their peers in academic conversation and can study models of the four modalities of English acquisition. Technologies used to support ELLs are smart boards, document cameras, and laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- All students are taught in English in the ESL program. ELL students have access to bilingual student materials such as, dictionaries and content thesaurus, if needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Teachers use the Universal Design Learning instructional strategies to design, develop and deliver instruction that effectively meet the ages and grade levels of the ELL. Children's cultural background and prior knowledge are often used to develop effective programs to meet the ELL's specific learning needs. All required services support, and resources correspond to ELLs ages and grades.
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).
- All staff members know that entering a new school can be overwhelming, especially if the newcomer doesn't speak English. To make the experience as welcoming as possible for new students, pedagogues are notified to initiate testing and determine if the students is eligible for ELL services. All efforts are made to get the newcomer to meet other students who speak their language. A helpful

tool is to introduce a newcomer to a native peer, so that he or she can begin immediately to hear and repeat the sounds of the new language. All classroom teachers are encouraged to pay special attention to the newcomers to help them make a successful transition. The new student may have questions that are still unanswered a special meeting is held. Newly enrolled students and their parents and guardians are offered a full day orientation, a week long orientation for 5th graders and a celebratory barbeque prior to the beginning of the school years. All subjects and clubs are offered to ELL students

19. What language electives are offered to ELLs?

No language electives are currently offered to students.

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.)
As per the professional development calendar, professional development for ELLs will be provided during the month of November. The focus of these session will be differentiation for ELLs.
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 ESL teacher will attend a minimum of 4 professional development sessions offered by the BFSC.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school counselor attends matriculation meetings for the current 8th graders. At these meetings, she receives the most recent information regarding High school options for ELLs
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.

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

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?

Paste response to question here:

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parental involvement is high at the school. parents of Ells support their childerens participation in events such as the annual Science fair, Math Competition, Spelling Bee and International Day. The parents also seek multiple opportunities to enroll their children in afternoon and weekend programs that occur outside of KAPPA.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No
5. How do you evaluate the needs of the parents?
The school sponsors and conducts a wide variety of programs and activities that engage parents/guardians in the academic and social development of their children
6. How do your parental involvement activities address the needs of the parents?

Kappa plans the following programs and activities.

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

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.

Paste response here:

School Name: _		School DBN: _	
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)
Sheri Warren	Principal		10/30/15
Victoria Saygbe	Assistant Principal		10/30/15
	Parent Coordinator		1/1/01
Steven Edelman	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Inez Feliz	School Counselor		10/30/15
Leticia Rodriguez Rosario	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **09x215** School Name: **KAPPA**
Superintendent: **L**

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.learnndoe.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

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.

The language preferences of the parent community will be ascertained from: ATS reports (RLER), blue cards, student applications, parent surveys and the Home Language Survey.

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.

The parents' preferred languages for both written and oral communication are: Spanish, French, Bengali, Mandinka/Mandigo, Bambara, Fulani, Soninke, Niger, Wolof, and Afrikaans

Part B: Creating a Communications Calendar

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.)

Documents that are typically disseminate every year are: monthly calendars, parent handbooks, parent workshop agendas, parent association agendas, event fliers, New York State Testing Dates, graduation notices, and gentle reminders

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.

Formal face-to-face meetings that the school will typically have throughout the school year are: annual meet and greet (September), IEP conferences (ongoing), parent teacher conferences (November, January, March, May), disciplinary conferences (ongoing), articulation meetings (October), and new student orientation (October - June).

Part C: Providing Language Assistance Services

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.

Documents that need to be translated in writing will be submitted to the Translation and Interpretation Unit approxiamtely one month in advance, when possible.

Documents that need to be translated, in Spanish, will be done on site by the school counselor or parent coordinator

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.

Interpretaion services, in Spanish, will be provided on site by the school counselor or parent coordinator. Translation, in other languages, will be provided by over the phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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.)

All staff members will be made aware of how to use translation services and over the phone interpretation services via Translation and Interpretation brochures that will be distributed at a weekly team planning meeting.

Part E: Providing Notice of Language Assistance Services

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

Part F: Monitoring and Quality Control

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

Parent surveys will be administered at the beginning at the end of the school year.