2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: \(i.e.\ 01M001\): 27Q282

School Name: KNOWLEDGE AND POWER PREPARATORY ACADEMY VI

Principal: GARY DUMORNAY
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Knowledge &amp; Power Prep Academy VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>27Q282</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>3427010282</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>8-21 Bay 25 Street, Far Rockaway, NY 11691</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-471-6934</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-471-6938</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Gary DuMornay</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:gdumorn@schools.nyc.gov">gdumorn@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Gary DuMornay</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Ana Constantin</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Julian Bethel</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Gary DuMornay</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Dalisa Espinal</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>SONYC</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 27 |
| Superintendent: | Jennifer Ambert |
| Superintendent’s Office Address: | 82-01 Rockaway Boulevard, Ozone Park, NY 11416 |
| Superintendent’s Email Address: | JAmbert@schools.nyc.gov |
| Phone Number: | 718-642-5770 |
| Fax: | 718-348-2994 |

## Field Support Center (FSC)

| FSC: | Queens South |
| Executive Director: | Marlene Wilks |
Executive Director’s Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Executive Director’s Email Address: mwilks@schools.nyc.gov
Phone Number: 718-642-5839 Fax: 718-642-5705
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary DuMornay</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ana Constantin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Julian Bethel</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Dalisa Espinal</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Mark Walters</td>
<td>CBO/SONYC Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Denise Millard</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Vintysha Wingate</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Joseph Young</td>
<td>Member/Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julian Cahill</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Jaqueline Iol</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Merren Flynn</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Francisca Simmons</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tyika Terrell</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Teesha Crippen</td>
<td>Member/Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. **What is your school’s mission statement?**

   The school mission is to provide our students on the south shore of Queens an "Ivy League Middle School Environment,"--with a long run goal of preparing students for college and the twenty first century work force. We build our cadets' character and provide a rigorous curriculum. We pride ourselves on the level of professionalism and collaboration that is demonstrated by all staff members; the small school environment where students, teachers, and families all are known to one another; and the shared vision and mission of both the administration and the staff in
serving the children in Far Rockaway and the surrounding communities. With that being mentioned, KAPPA VI is able to provide an environment where the children feel supported in their academic endeavors.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

This is demonstrated by the organizational structures that facilitates the learning process, including a rigorous curriculum which reflects the Common Core standards as well as current pedagogical strategies and inclusion of all learners (including SWD’s and ELL’s) in the classroom setting. Teachers are referred to as professors and students are referred to as cadets. These terms help create a mindset that the school has high expectations for both, the staff and children. When our cadets attend college, they will refer to their instructors as professors. Our students are referred to as cadets because they are attending an “academy.” While we use some military features, our goal is is not to train soldiers. We create a mindset where cadets are part of an organization that welcomes differences in a structured, purposeful way that creates a sense of professionalism through the wearing of the school’s uniform and participation in the broad spectrum of school activities, both during the school day in the extra-curricular setting. The classes are referred to squadrons. This term is an Air Force term that identifies a group of people that share a common mission. In this case the mission is academic achievement. The amount of students who are English Language learners as well as the amount of students with disabilities has increased significantly for 2016-2017 school year. KAPPA VI has maintained a strategic partnership with the SONYC/SHELTERING ARMS and North Shore LIJ to provide support to all students.

3. Describe any special student populations and what their specific needs are.

Data indicates that students with disabilities make up 11% of the school population. There are students on each grade level who are assigned to ICT classes. They are also provided support as deemed necessary in their IEPs. 7% of all students are English language learners, they receive all mandated supports and services. Specific needs of English Language Learners and Students with disabilities include; opportunities to receive small group instruction, various visual prompts, support with organizing materials, modifications to projects and assignments. ELLs will receive native language instructions and extensive vocabulary support,

4. Identify 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 area within the Framework for Great schools were KAPPA VI made the most progress in the 2017-2018 school year would be Supportive Environment, all of the teachers have received numerous training or professional learning sessions on Social Emotional Learning. The teachers have incorporated SEL in their lesson planning. As a result, it reduced the number of students with ideation of suicide rate in our school. This is an area within the Framework for Great Schools which will continue to be our primary focus this year is to continue to build on strong community and family ties.
## School Demographics and Accountability Snapshot for 27Q282

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 264
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** N/A
  - **SETSS (ELA):** 13
- **# Special Classes (Math):** N/A
  - **SETSS (Math):** 13
- **# Visual Arts:** N/A
  - **Music:** 7
  - **Drama:** 3

### School Composition (2017-18)
- **% Title I Population:** 83.0%
  - **% Attendance Rate:** 97.0%
- **% Free Lunch:** 78.3%
  - **% Reduced Lunch:** 5.3%
- **% Limited English Proficient:** 6.4%
  - **% Students with Disabilities:** 16.7%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 1.1%
  - **% Black or African American:** 50.0%
- **% Hispanic or Latino:** 42.8%
  - **% Asian or Native Hawaiian/Pacific Islander:** 3.8%
- **% White:** 2.3%
  - **% Multi-Racial:** 1.1%

### Personnel (2015-16)
- **Years Principal Assigned to School:** 8.08
- **# of Assistant Principals:** 4
- **% of Teachers with No Valid Teaching Certificate:** 0%
  - **% Teaching Out of Certification:** 31%
- **% Teaching with Fewer Than 3 Years of Experience:** 31%
  - **Average Teacher Absences (2014-15):** 7.1

### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4:** 52.5%
  - **Mathematics Performance at levels 3 & 4:** 40.8%
- **Science Performance at levels 3 & 4 (4th Grade):** N/A
  - **Science Performance at levels 3 & 4 (8th Grade):** N/A

### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4:** N/A
  - **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
  - **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
  - **6 Year Graduation Rate (2011 Cohort):** N/A
- **Regents Diploma w/ Advanced Designation:** N/A
  - **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)
- **Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor):**
  - **Elementary/Middle School:***
    - **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
      - **American Indian or Alaska Native:** N/A
        - **Black or African American:** N/A
      - **Hispanic or Latino:** NO
        - **Asian or Native Hawaiian/Other Pacific Islander:** N/A
      - **White:** N/A
        - **Multi-Racial:** N/A
      - **Students with Disabilities:** YSH
        - **Limited English Proficient:** N/A
      - **Economically Disadvantaged:** YES
        - **ALL STUDENTS:** YES
    - **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
      - **American Indian or Alaska Native:** N/A
        - **Black or African American:** N/A
      - **Hispanic or Latino:** YES
        - **Asian or Native Hawaiian/Other Pacific Islander:** N/A
      - **White:** N/A
        - **Multi-Racial:** N/A
      - **Students with Disabilities:** YES
        - **Limited English Proficient:** N/A
      - **Economically Disadvantaged:** YES
        - **ALL STUDENTS:** YES
    - **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
      - **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:** NO
        - **ALL STUDENTS:** YES
  - **High School:***
    - **Researchers of Progress (AYP) in ELA (2016-17):**
      - **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
        - **ALL STUDENTS:** N/A
    - **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
      - **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
        - **ALL STUDENTS:** N/A
    - **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
      - **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
        - **ALL STUDENTS:** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on recent data including quarterly assessments and New York State assessments; our overall ENLs and SWD subgroup population were not showing comparable growth in ELA, particularly in writing when analyzed alongside Non-ENL and Non-SWD peers.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Based on the writing portion of the Social Studies pre-assessment part 2 which was administered in September of 2018 _____% of 6th, 7th and 8th grade students that are designated as a ENL or a SWD demonstrated proficiency in their writing. By June of 2019 there will be a 15% increase of all students designated SWD or ENL that are able to demonstrate proficiency in writing based on the results of the part portion of the 3rd quarter Social Studies Post Assessment examination.
## Part 3a – Action Plan

### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop curriculum that is customized, inclusive, motivating and aligned to the common core, facilitate curriculum mapping using a web based program.</td>
<td>All Sept 2018-June 2019</td>
<td>Consultant, coaches and administrators. ICT teachers and ELL support</td>
</tr>
<tr>
<td>Attract and retain teachers who are committed to the success and improvement of their classrooms and school. Provide teachers with the opportunity to meet during the summer for planning unit maps and participate in professional development within a culture of respect and continuous improvement.</td>
<td>All Sept 2018-June 2019</td>
<td>Principals, Assistant Principals and coaches</td>
</tr>
<tr>
<td>Professional learning opportunities will be tailored to meet teachers needs and nurtures the professional growth of teachers and staff. The specific needs of ELL students and Students with disabilities will be addressed.</td>
<td>All Sept 2018-June 2019</td>
<td>Principals, Assistant Principals and Coaches</td>
</tr>
<tr>
<td>All stakeholders will work toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Parent coordinator, Principal, Assistant Principal, Guidance Counselor and Teachers will plan parent engagement activities such as monthly workshops, Fall Harvest, MLK Debate as well as trips to cultural institutions.</td>
<td>All Sept 2018-June 2019</td>
<td>All Key Personnel</td>
</tr>
</tbody>
</table>

## 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Grade level teams will plan parent engagements on Tuesday afternoons. The Guidance Counselor and Parent Coordinator will also plan parent workshops to support families understand the rigorous instruction.

## 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.

- Professional Learning sessions, per session, technology and other resources.

### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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 February, 2019, 5% of all students will increase one proficiency rating on the part 2 portion of the second quarter social studies post assessment exam.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

2nd quarter Post Assessment Results for 7th grade science and 8th grade Social Studies

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

• Based on KAPPA VI 2017-2018 School wide Advanced database for teachers evaluations, 80% of all teachers were rated as effective in component 1e Preparation and Planning during at least one observation.

• Based on the final PPO of the 2017-2018 school year, there is need for an increase of effective methods of pedagogy

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, 100% of all teachers will demonstrate the ability to prepare and plan as described in component 1e and 3c of the Danielson Framework for teaching, as evidenced by being rated as effective or highly effective during an informal for formal observation over the course of the 2018-2019 school year by an immediate supervisor.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |
| Target Group(s) Who will be targeted? |
| Timeline What is the start and end date? |
| Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
| 1. Monday Professional Learning Opportunities based on evidence collected during cycles of observation so that all teachers are able to create and maintain classroom environments where students feel safe and supported. | 1Teachers/Administrators | Ongoing from September 2018 to June 2019 | 1Teachers/Administrators |
| 2. Teacher support meetings for select teachers with identified areas of growth with support provided by Assistant Principals/Coaches in order that all students are supported and challenged. | 2. Administrators; teachers | 2. Ongoing from September 2018 to June 2019. | 2. Administrators |
| 3. New Teacher Workshop for teachers teaching less than one year at MS 282. Teachers will become familiar with routines, rituals and procedures already in place at KAPPA VI so that they may seamlessly integrate into the school community. | 3. Teachers/Lead Teachers | Ongoing from September 2018 to June 2019 | 1Teachers/Administrators 2.Administrators |
| 4. Frequent observations to identify professional strengths and needs with instant feedback and PLO sessions that target areas in need of improvement. Teachers will be tasked with designing learning activities that challenges students and provides support when necessary. | Teachers | Ongoing from September 2018 to June 2019 | 1Teachers/Administrators 2.Administrators |
| 5. Inter-visitations for job embedded professional development and the maintenance of a culture that causes teachers and students to feel safe and supported. | Peer instructional Coaches | Ongoing from September 2018 to June 2019 | 1Teachers/Administrators 2.Administrators |

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parent coordinator, Grade level teams and Guidance counselor will plan parent engagement sessions

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.

1. NewsEl a nad Khan Academy educational technology softwares for students.
2. Schedula web based program for parents, teachers and students
3. Curriculum Maker website
4. ELEVATE study skills consultant group
5. The hiring and retention of 1 peer instructional coach whose schedule is adjusted so that they can provide support to teachers.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I SWP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 February 2019, 50% of teachers will possess a normed understanding of the competency 1e as measured by the Charlotte Danielson’s Framework for Teaching. This will be measured using the MOTP score tracker, 50% of all teachers should receive a rating of effective or highly effective during formal and informal observations that take place between September and February.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The measure of teacher practice portion of the Advance portal as well as Teacher responses to surveys conducted during PLO sessions. The goal is that 80% of all teachers will be rated as effective for component 1e during formal and informal observations by May 2019.

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>Based on the KAPPA’s Science and Social studies, 70% of the students scored at levels 3 or 4 on science and social studies on the standardized tests.</td>
</tr>
<tr>
<td>• Based on the final PPO of 2018, there is need to improve pedagogical strategies school wide. This strategy of using peer to peer feedback in the classroom will increase student engagement in the classroom and increase the level of understanding.</td>
</tr>
<tr>
<td>• Based on the Inquiry Team work at KAPPA, analysis of student work indicates that the rigor of performance based tasks needs to be improved during the 2018-2019 school year.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the June 2018 American History Regents exam results 72% of all graduating 8th graders scored a 65 or higher. By June of 2019 79% of all 8th graders will demonstrate proficiency as evidenced by a 10% increase of 8th grade students demonstrating proficiency on the New York State US History Regents by scoring a 65 or higher.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS/ELL’S and SETSS students</td>
<td>Ongoing from September 2017 to June 2018</td>
<td>Teachers/Administrators, Coaches/Assistant Principals</td>
</tr>
<tr>
<td>AIS/ELL’s and SETSS</td>
<td>Ongoing from September 2017 to June 2018</td>
<td>Coaches/Assistant Principals/Principals</td>
</tr>
<tr>
<td>AIS/ELL’s General Ed. and SETSS</td>
<td>Ongoing from September 2017 to June 2018</td>
<td>Coaches/Assistant Principals/Principals</td>
</tr>
<tr>
<td>AIS/ELL’S SETSS and Gen Ed.</td>
<td>Ongoing from September 2017 to June 2018</td>
<td>Coaches/Assistant Principals/Principals</td>
</tr>
</tbody>
</table>

1. **Monday Professional Learning Opportunities/Extended Day:**
   - Focus on Science and social studies skills and strategies so that all teachers can share ideas and support one another within a culture of respect and continuous improvement.
   - Lead teachers/Coaches/mentors will model Social studies and science lessons and collaborate to design lessons in science and social studies. All teachers will demonstrate commitment to the success and improvement of their classrooms and schools.
   - Colleague inter-visitations to view science and social studies lessons in order to maintain an environment where teachers have the opportunity to learn from each other and participate in culture of respect and continuous improvement.
   - Weekly meetings with Coaches/Assistant Principals for select teachers and New Teacher Workshops. Professional development will be given to support staff in the implementation of the new science and social studies Common core curriculum to increase rigor and the use of differentiation in their teacher practice.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Grade level teacher teams, guidance counselor and the parent coordinator will promote parent teacher collaborations by providing workshops and support for all parents on how to use PUPIL PATH. There will be workshops provided on a bi-monthly basis as well as individual training sessions on an "as needed" basis.

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.

1. PIC and talent coaches
2. Administrators; teachers
3. Coaches/Administrators/Lead Teachers
4. The implementation of advisory periods
5. Teachers/Coaches/Lead Teachers

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

In February 2019, the 8th grader 2nd quarter post-assessment data will be reviewed. If there is at least a 10% increase of students who are scoring proficiently with an 75 or above this will be deemed acceptable progress.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teachers will create post assessments that mirror the New York State American History Regents Exam.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

An area of strength in regards to how student achievement is supported by effective school leadership in which Principals lead by example and support the professional growth of teachers and staff is evident in the 2018 NYS ELA exam results, the average score students in the lowest third of KAPPA VI was 2.35; they performed .15 points higher than the rest of the city and .01 points lower than competing schools. The priority at KAPPA VI during the 2017-2018 school year will be the performance of the school’s lowest third in Math, with an average of 2.03 the students in the lowest performing third on the 2017 NYS Math exam performed .08 points lower than the rest of New York City and .23 points below than competitive peer schools.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Based on the 2018 NYS math examination results the lowest performing third of all students scored an average scale score of 420. By June of 2019 the lowest performing third will improve their scale score on the NYS Math exam by 10 points from 420 to 430 based on the scale score to measure performance.
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Sept 2018-June 2019</td>
<td>Coaches and Administrators</td>
<td></td>
</tr>
</tbody>
</table>

Coaches and administrators will use the DOE videos to assist teachers in improving the performance of students in their classrooms.

Coaches and administrators will perform instructional rounds and provide teachers with feedback as part of an ongoing cycle of observation within a culture of respect and continuous improvement.

Teachers will be provided with the opportunity to attend outside of school PLO sessions.

Teachers will be provided with the opportunity to visit other colleagues’ classrooms and to share best practices and participate in professional development within a culture of respect and continuous improvement.

### Part 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Guidance counselor, Parent Coordinator, Grade level teams will plan workshops for families on a monthly basis to provide support in understanding the available instructional and social emotional support that is provided to students in order to achieve growth in academic achievement.

### 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.

Educational Technology: Laptops, Ipads, use of the computer lab, scientific calculators. Students in the lowest 3rd will receive AIS services and Upper third will receive enrichment. Supplies to support the workshop model. NewsEla, Khan Academy, Curriculum and Manipulatives for students. Students will also be receiving support after school and on Saturdays during the school year of 2018-19.

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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 February 2018 the second quarter post assessment should indicate that the average percentile score for students in the lowest third of performance for math is at least 2.07 which would indicate an increase of .04 percentile points.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Administrators will use advance teacher rating system to indicate progress made towards goal.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>KAPPA VI strives to create a welcoming school environment for all families in which they are able to take advantage of community resources and enrich the civic life of the school. A strength of KAPPA VI 2016-17 School survey environment showed 77% of the parents responded and completed the survey and 97% of parents/guardians agreed or strongly agreed that the principal/school leader at their school promotes family and community involvement in the school.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>An area of growth that KAPPA VI will focus on during the 2017-2018 school year in regards to developing strong family and community ties will be providing more opportunities for parents to volunteer at the school. The NYC school quality guide indicates that 73% of parents/guardians responded that, since the beginning of the school year, they have been asked or had the opportunity to volunteer time to support their school (for example, spent time helping in classrooms, helped with school-wide events, etc.) sometimes or often.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 85% of all parents/guardians at the KAPPA VI Middle school will indicate that they have been provided with an opportunity to volunteer at the school on the Parent survey.</td>
<td></td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

### Activities/Strategies

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Coordinator will attend training on how to use technology to best communicate</td>
<td>All</td>
<td>Sept 2018-April 2019</td>
<td>Principal and Assistant Principals, and Parent Coordinator</td>
</tr>
<tr>
<td>With parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the parental engagement Tuesdays and parents teacher conferences, parents</td>
<td>All</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals and Parent Coordinator</td>
</tr>
<tr>
<td>will be invited to attend student led conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELL and world languages teachers will hold small group of parents meeting to address</td>
<td>ELL</td>
<td>Sept 2018-February 2019</td>
<td>Principal, Assistant Principal and Parent Coordinator</td>
</tr>
<tr>
<td>their needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP, SETSS and ICT teachers will conduct small group student led conferences with</td>
<td>SWD</td>
<td>Sept 2018-June 2019</td>
<td>Principal, Assistant Principals, IEP, ICT teachers and parent coordinator</td>
</tr>
<tr>
<td>parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

SONYC/Sheltering Arms

### 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.

- Monies will be allocated to provide parents with refreshments at school events.
- Per session will be paid to teachers who chaperone school events.

#### Part 4b

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

2018-19 CEP
**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 February 2019 70% of parents at KAPPA VI will indicate that they have had opportunities to volunteer at a KAPPA VI event on a survey presented by the Parent Coordinator.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The school voice message will remind all parents of the upcoming parent meeting and report cards will be mailed out to the parents who could not have attended the parent teacher conferences. Sign in sheets will be collected to determine percentage of parents participating in workshops and meetings.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Level 1 &amp; 2 on ELA Common Core Exam, as well as ELL and SWD</td>
<td>AIS Cafe</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afterschool tutoring</td>
<td>Push-in</td>
<td>Afterschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday Academy</td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second teacher in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Level 1 &amp; 2 on Math Common Core Exam, as well as ELL and SWD</td>
<td>AIS Cafe</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afterschool tutoring</td>
<td>Push-in</td>
<td>Afterschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday Academy</td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second teacher in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Level 1 or 2 on state assessments as well as in-class measures</td>
<td>AIS Cafe</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afterschool tutoring</td>
<td>Push-in</td>
<td>Afterschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday Academy</td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second teacher in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Level 1 or 2 on state assessments as well as in-class measures</td>
<td>AIS Cafe</td>
<td>Small Group</td>
<td>During the day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afterschool tutoring</td>
<td>Push-in</td>
<td>Afterschool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saturday Academy</td>
<td></td>
<td>Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second teacher in classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Behavior referrals; OSYD infractions; multiple peer mediations; attendance at-risk</td>
<td>Guidance Office sessions; some groups identified for &quot;AIS Cafe&quot;</td>
<td>Small group one-on-one (as needed)</td>
<td>During the day Afterschool</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

The student will be provided with the opportunity to attend all field trips and access to all after school programs. Counseling services will be provided to students in temporary housing.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by New York state department of education. Strategies will be deployed in order to retain and support highly qualified teachers.

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).

Teachers meet in grade/content teams to generate grade-specific comprehension focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS.

Teachers and supervisors track students’ progress on benchmarks, NYC ELA/Math benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary.

Teachers meet in grade and cross teams to analyze data for trends to generate grade-specific foci for instruction based on the needs they noted among students. They align that instruction with the CCLS.

Teachers and supervisors track students’ progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given to the major clusters in mathematics, as reflected in the CCLS.
Involvement of the Pupil Personnel Team (PPT) to address higher at-risk behaviors as soon as possible and presentations by various staff members at professional learning opportunities outline school’s progress towards reducing numbers of suspensions/removals. When student focus is maintained on tasks at hand, the better able students will be to meet the expectations of the CCLS.

Paraprofessionals are included in professional learning opportunities offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Data inquiry Team examines the item analysis from the formative and informative assessments, share the data outcome with the grade and subject teachers during team meetings twice a week. Teachers use the data inquiry team analysis to write pre and post assessments that are aligned to CCLS and college readiness.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible
for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place an (X) in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>133,960.00</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>x</td>
<td>5A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,919,859</td>
<td>x</td>
<td>5A</td>
</tr>
</tbody>
</table>

| Explanation/Background: |

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>KAPPA VI,</strong> in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KAPPA VI</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/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 Elementary and Secondary (ESSA) 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;

**Encouraging School-Level Parental Involvement**

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)**

**KAPPA VI**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

**1. School Responsibilities: High Quality Curriculum**

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 Elementary and Secondary (ESSA) Act;

---

I. School Responsibilities: Supporting Home-School Relationships

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;

---

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
• volunteer in my child’s school or assist from my home as time permits;

• participate, as appropriate, in the decisions relating to my child’s education;

• communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

• respond to surveys, feedback forms and notices when requested;

• become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

• participate in or request training offered by the school, district, central and/or State Education Department 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;

III. Student Responsibilities

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Queens</td>
<td>282</td>
</tr>
</tbody>
</table>

School Name: KAPPA VI Middle School

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: Gary DuMornay
- Assistant Principal: Jeanne Cirone
- Coach: Sahar Hussain
- School Counselor: Jennifer Figueroa-Cantey
- Teacher/Subject Area: Marnie Ponce/ELA
- Parent: Edna Ortiz
- Teacher/Subject Area: Andrea Johnson/Math
- Parent Coordinator: Leah Chase
- Related-Service Provider: Lynda Wagner/Speech
- Field Support Center Staff Member: Marie Rousseau
- Superintendent: Mary Barton
- Other (Name and Title): Joseph Young, Asst Principal

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>1</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>0</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>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]</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

| Total number of students in school (excluding pre-K) | 261 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 7.28% |

2018-19 CEP

41
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2014-15)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   KAPPA VI assesses early literacy skills of ELLs using the Achieve 3000 Level Set test.

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The success of our programs for ELLs are evaluated through state ELA and NYSESLAT exam scores (student performance and growth) as well as growth on local assessments, such as formative assessments targeting specific modalities, computer based assessments and performance tasks inclusive of writing pieces. We evaluate the success of our ELL’s short and long term by measuring their growth across the contents. When they have made gains in the targeted modalities measured through...
assessments, we have succeeded. When our students have increased comprehension and reading levels through lexile gains on our computerized assessments, we have succeeded. When our students are able to respond to a writing task and meet the criteria of a set rubric, we have made progress. When our students have gained proficiency on the NYSESLAT, our program is successful. We continue to service our ELL’s two years post proficiency on the NYSESLAT and continue to develop their language skills. Lastly, end of year success is also measured by gains in the ELA and Math exams.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use 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.] Not Applicable - We are a Grade 6-8 School.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. NYSESLAT data reveals that seventeen of our ELL’s are expanding, one is transitioning, and one is emerging. The one student that is transitioning is an incoming sixth grader with an IEP indicating other special needs, in addition to language support. The one student that is emerging is a 7 th grader with less than 3 years of English instruction; he has shown progress in his coursework and assessments over the past year. The majority of our ELL’s who are expanding are performing higher in the modalities of reading, speaking and listening. However, a further breakdown reflects that there are two students who need further instruction in the modality of listening, one in speaking, four students in reading, and all eighteen need direct instruction in writing. Our ELL’s are in critical need for writing support across all the contents. The NYSITELL (LAB-R) has not been administered at KAPPA VI for the last few years, as our incoming sixth grade ELL’s have already gone through entrance criteria at their elementary schools including the parent survey, orientation video, program selection, etc.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Part IV: ELL Programming

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 school features a free standing ENL push-in program. All of our ELL’s are arranged in classes according to their grades in a mainstream environment; they are included with general education and special education students. Our ELL students are provided ENL instruction as required by the CR Part 154 regulations for ENL instruction which includes, mandated time required for ELL’s according to their NYSESLAT standing, modifications in content area instruction, time accommodations, and additional language support. The classes are grouped in heterogenous proficiency levels but according to grade levels.
   b. TBE program. If applicable.
   N/A
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)?

   At the beginning of the year, we ascertain the proficiency levels of each ELL and then create the schedule. All of our students receive 360 minutes of ELA over the course of the week, plus 45-90 minutes of Humanities. Our advanced students receive 180 minutes of and integrated ENL push-in model. Our transitioning student is recieving 90 minutes of integrated ENL and a total of 180 minutes of ENL as a push-in model. Our former ELL’s are receiving the 90 minutes of ENL instruction for two years post-proficiency on the NYSESLAT.

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.

   Our freestanding ESL program is provided in a push-in-model, to ensure students do not miss the presentation of content in their core courses. To meet their learning needs, the ENL teacher, Sahar Hussain, pushes into ELA, Math, SS and Science classrooms to support her students. Outside of this push in, Ms. Hussain also co-plans and collaborates with all content area teachers to ensure teaching is adaptive to ELL needs. Collaboration outside of school time is done on a weekly basis between the teachers to fully prepare for the weeks language and content goals. Glossaries and dictionaries are accesible to all ELL students and are encouraged to be used. Word and term/phrase study is done prior to each unit of study to prepare and predict what the ELL students will need to comprehend as a preview to the learning objectives. To meet the demands of the Common Core Learning Standards teachers plan by considering each students entry level into the task at hand (reading, writing) and provide support as appropriate and needed (graphic organizers, jigsaws scaffolded questions, word studies and glossaries). Additional support on reading fluency is being accomplished in ELA and a computer-based program to help students meet the demands of the more rigorous, CCLS-aligned text. At regular teacher team meetings, the ENL teacher, Sahar Hussain provides feedback on current strategies that are improving student growth and ways content area teachers can also utilize these tools to support all students, but especially current and former LEP students.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

   Where native language exams exist, they are offered to students. Most of our ELLs however are not fluent in the reading and writing of their native language.

5. 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

   If a student is identified as SIFE, we try to provide additional support in the classroom to reacquaint him/her with the educational process. The guidance counselor, Ms.Canty and Parent Coordinator, Ms.Chase assist with parent involvment and communications to include the parents in the learning process.

   Any newcomer students receive additional support from the grade-specific ELA content teachers and AIS services in addition to the ENL service. Live data is closely monitored. Support is also offered through a buddy student to help with notes and assignments where feasible. Instruction is differentiated using leveled texts as well as cultural documents to assimilate child into the new school culture.

   Mid-term ELLs receive targeted instruction in reading and writing, as this is often what keeps them in ELL services. The ENL teacher works with them on their reading skills through leveled texts, targeted reading lessons, and a structured writing.
For long-term ELLs the process is similar, except we also start examining other factors which may be influencing the student’s ability to gain proficiency (learning disability, health impairment, attendance, parent support). For both of these groups support in addition to the ENL program is provided in terms of school time AIS and 37.5 minutes enrollment.

Former ELLs receive testing accommodations for two years following their commanding (proficiency) status on the NYSESLAT. Additionally we provide indirect transition services to provide support in content areas. In the third year after an ELL has tested proficient we monitor his/her ability to complete exams and assessments within the given testing time and provide support if need be to help him monitor time on task and completion in time constraints.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs utilize scaffolding, graphic organizers, masks, and glossaries to provide access to academic content areas, as well as accelerating English language development. Teachers also provide mini-lessons on grammar, fluency, decoding and contextualization to assist these students in bridging gaps in their understanding. At this time, we have four ELL students that are SWD. Their IEP’s have been analyzed by all content area teachers and the ENL teacher offers additional support and modifications as per each IEP. Collaboration is done on a daily and weekly basis; and teachers, SAT and the guidance counselor regularly discuss student growth and concerns. Parents are always involved and included in the process. ELL’s who have also been identified as having special needs are supported through their IEP goals in addition to the ENL program. Working with the Special Education Teacher, Mrs.O’Hara, we try to determine if the child’s disability is preventing him or her from gaining proficiency and adjust the instruction to match. The teacher is made aware of this and pull him for additional AIS when possible.

7. 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?

We have four ELL-SWD’s. Teachers use data to guide differentiated instruction, using IEP’s to determine when they are struggling due to language or learning disabilities. Teachers also maximize the use of strategies to better assist the students in their learning goals, language and content. All of our SWDs (ELL or non) are in the general education environment for the majority of the day. Our goal is to maximize time spent with non-disabled peers, as the real world is not segregated.

8. 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.

All ELL students are targeted to receive additional AIS support in ELA, Math, Science and Social Studies from their content teachers about once a week as needed. ELLs who are in our lowest third of ELA and Math scores receive targeted AIS once a week (per subject) as part of a reduced class-size initiative. We also have the Success Maker and eScience programs in place which deliver targeted reading, math and science instruction at the student’s assessed reading or math level.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

This year we have created an ELL Inquiry Team which will hold discussions and delve on data to monitor ELL growth. We have planned professional development workshops led by our instructional cabinet and ENL teacher, as mandated by the CRP 154 to increase teacher development in instructing ELL’s and their needs. Teachers will also collaborate extensively in the creation of ELL appropriate units of study through the contents and grade levels.

10. If you had a bilingual program, what was the reason you closed it?

We have replaced Achieve 3000 and Study Island programs with Success Maker because we felt that the two programs were not engaging to students and not as effective in moving student performance.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are fully involved in all school programs. We have ELL’s partake in Regents Living Environment courses and Algebra. Extra- and co-curricular programs are always open to ELLs, and in fact the students are encouraged to participate as a way of boosting their English speaking and listening comprehension as well as cultural assimilation. One such program is our
7th grade Leaders of Tomorrow program which offers students an opportunity to go on a three-day, two-night trip to the Pocono Environmental Education Center in Dingmans Ferry, PA. We have a number of after-school opportunities for students, including chorus, various sports through CHAMPS funding, and two CBOs (Safe Space and CMS) who offer homework aid, ELA and/or math instruction, sports and arts (dance, visual). Students are also invited to become members of the Civil Air Patrol program, which is the auxiliary branch of the United States Air Force. All of our programs operate as middle-school appropriate programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   As mentioned above, we are using Success Maker and eScience 3000 which are online reading, math and science programs. We use the NYC DOE core curriculum materials in math, science and social studies. Translated versions are available in Spanish for many of the titles and are offered to students in addition to the English version they are given.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Glossaries are used to help students make connections between their native language and English. In addition, teachers bring realia and images to the classroom to give better visuals of concepts and words/phrases. Many times, words in L1 will be used to connect to the ELL's background.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Students are instructed based on their appropriate grade level and content but differentiated in their reading, math and language skills as needed. We ensure our ELL’s are learning the grade appropriate material and skills through appropriate modifications.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   As mentioned above, we are using Success Maker and eScience 3000 which are online reading, math and science programs. We use the NYC DOE core curriculum materials in math, science and social studies. Translated versions are available in Spanish for many of the titles and are offered to students in addition to the English version they are given.

16. 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).
   The only language elective offered at KAPPA is Spanish. Those ELLs who are native Spanish speakers receive differentiated instruction. As mentioned above, while the ELLs may be fluent speakers of Spanish, many are not fluent readers and writers. Our Spanish teacher delivers additional instruction with a higher level of Spanish and guides the students in increasing their Spanish fluency in all modalities.

17. What language electives are offered to ELLs?
   Not applicable

18. 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
**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 and non-pedagogic staff.) 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 professional development workshops offered by our ENL Teacher, Sahar Hussain will further enhance and develop understanding of ELL related teaching and learning. Some PD's to be offered are:

1) Intro to ELL's, empathy and accommodations
2) Delving into NYSESLAT data, understanding the modalities and grouping
3) Key Principles of ELL Instruction
4) Content Area ELL Strategies - Social Studies
5) Content Area ELL Strategies - Science
6) Content Area ELL Strategies - Mathematics
7) Content Are ELL Strategies - English Language Arts
8) NYSESLAT Writing Rubrics- How to support your ELL's with similar writing rubrics across the contents
9) ELL Inquiry Team - Plans and Discoveries

These areas above are offered to all members of the staff, including the guidance counselor and parent coordinator. The CCLS are addressed frequently at these meetings, as well as at team meetings (grade level, instructional cabinet) and focus on ways of unpacking the standards for all learners, and how it can be differentiated for ELLs and SWDs.

When opportunities arise for further professional development for the ENL teacher, she is sent to the meetings and then turnkeys the information to the staff during team meetings or at professional development sessions.

The guidance counselor, Mrs. Canty often attends transition meetings and high school fairs. She uses this information to help guide students towards good-fit high schools. She also works with the elementary school guidance counselors to ease the transitional from the lower level to our model. In the first months of school the guidance counselor, with input from the teachers, monitors the transition of all students and creates guidance groups as needed to address key areas, such as transitioning between periods, keeping track of homework and assignments, and working with multiple teachers. The guidance counselor and administrative staff also offer suggested modifications/accommodations to the classroom teachers which could help ELLs transition into the middle school setting. One standard already in place is the use of colored folders for organization, along with agenda planners for recording homework assignments.

Also, the parent coordinator and the school secretary are offered professional development through network or city offerings for ELL-specific topics. Other information is disseminated through the administration from Principal's Weekly notes and attachments. Itinerant staff such as the psychologist, speech, occupational and physical therapists are also offered ELL Professional Development.

The following topics have or will be covered in our weekly Monday PLO sessions. All teachers are present, and in essence all of our teacher are teachers of ELLs:

1) Intro to ELL's, empathy and accommodations
2) Delving into NYSESLAT data, understanding the modalities and grouping
3) Key Principles of ELL Instruction
4) Content Area ELL Strategies - Social Studies
5) Content Area ELL Strategies - Science
6) Content Area ELL Strategies - Mathematics
7) Content Are ELL Strategies - English Language Arts
8) NYSESLAT Writing Rubrics - How to support your ELL's with similar writing rubrics across the contents
2. 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.

As a middle school, KAPPA VI deals with both the transition from elementary school and to high school. We see our role in our students' education as bridging them from one to the other, and also preparing them (and their families) for life beyond high school (college, careers, etc.). This vision is shared with the staff regularly, and support is presented at the grade level teams to help teachers prepare to guide the transition.

The guidance counselor attends transition meetings to learn new opportunities for parents of ELLs and services for ELLs as they transition from one school level to another. She uses this information to help guide students towards good-fit high schools. She also works with the elementary school guidance counselors to ease the transition from the lower level to our model. In the first months of school the guidance counselor, with input from the teachers, monitors the transition of all students and creates guidance groups as needed to address key areas, such as transitioning between periods, keeping track of homework and assignments, and working with multiple teachers. The guidance counselor and administrative staff also offer suggested modifications/accommodations to the classroom teachers which could help ELLs transition into the middle school setting. One standard already in place is the use of colored folders for organization, along with agenda planners for recording homework assignments. Our guidance counselor and social worker also work weekly with ELLs to meet their needs during this "bridge".

As outlined above, our content-area teachers will get more than 15% of their total hours needed for ELL specific professional development. The ENL teacher, Mrs. Hussain, will be sent to city-wide ELL workshops to further increase her knowledge of best practices. In addition to that, she will be taking several online courses to foster current trends of ELL instruction in the classroom. This will further develop her professionally and she will turn-key the information to her peers. Sign-in sheets are kept from all in-house PLOs involving strategies for ELLs; they are kept by both the principal as well as our Peer Instructional Coaches.

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?

ENL Teacher, Sahar Hussain, will invite parents to the school to discuss the goals of the program, their child's learning goals, language development progress, language proficiency assessment results and language development needs in all content areas. She will hold several meetings during school and after school to allow higher turn-out for parents. The interpretation will be done by Spanish teacher, Mrs. King, and if another language is needed, the city translation number will be dialed in during the conference. We use the Parental Engagement time on Tuesdays to call in parents for one-on-one meetings regarding their child's progress and our goals for them over the next year (similar in many ways to an Annual Review conference).

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

ELL parents are included in all activities in our school. We hold ELL parent workshops, led by Parent Coordinator, Mrs. Chase and ENL teacher, Mrs. Hussain. Our aim is to support them in areas of need with tools to best help them. We provide resources to help them learn the English language; Steps on how to complete a regents diploma equivalency; how to get a better paid job; building resumes; career paths; how to involve yourself in your child's education, etc. We promote at least one ELL parent to be a member of the SLT as a representative of that cohort in our school. For the past three years, ELL parent volunteers have been recruited to assist in our potential-student interview process; they have been a big part of the growth of our ELL population in the past few years.
**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:*
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Gary Dumornay, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary DuMornay</td>
<td>Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Jeanne Cirone</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Leah Chase</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Sahar Hussain</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Edith Ortiz</td>
<td>Parent</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Marnie Ponce/ELA</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Andrea Johnson</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jennifer Figueroa-Cantey</td>
<td>School Counselor</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>Mary Barton</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Marie Rousseau</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lorena King</td>
<td>Other LOTE Teacher</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 27Q282  School Name: KAPPA VI  Superintendent: Mary Barton

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The majority of the KAPPA VI student body articulates from other NYC Public Schools. Therefore, we use the information already present in ATS derived from the home language surveys of our cadets in order to determine the primary language spoken by each parent. If this language is not English, we will observe our initial interaction with parents to determine if language assistance is needed. This is often the candidate interview and as such it is noted on the candidate’s application folder. Any parent for whom it is determined that assistance is
required is added to a master list of languages; this list is maintained by the data specialist and is readily available for reference. The indicator is checked and updated (if necessary) in ATS.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>The majority of our ELL parents request correspondence to be communicated in English and if needed in Spanish. We have only one student who speaks Haitian Creole and we disseminate information to his parents, in that language as well as in English. We have one student that speaks Bangla and one that speaks Mandarin. The Bengali student’s parent request information to be disseminated in English and the Mandarin student’s parents also request information in English only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our student handbook, newsletters of ELL events, monthly calendar, parent-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
teacher conference announcements, after-school program information (tutoring, and AIS lunch café time), New York State testing dates and study information, and welcome letters and other pertinent correspondence related to NYSESLAT goals and tests are translated and relayed to parents.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have open houses through out the year in which parents have in-person meetings with school staff. We also invite parents to attend common core workshops and informative NYS exam sessions to include and engage parents in their child's learning process. Parent-teacher conferences are held as per the DOE schedule; as well as the mandated ELL annual parent teacher conference. Guidance counselors call parents regularly, as do teachers and administration.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school's communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Parents who have been identified as having a primary language other than English will be issued the Bill of Parent Rights and Responsibilities in their native language. Posters are displayed in the KAPPA VI main office and the Parent Coordinator’s office. The campus will post one near the main entrance. If an important school notice needs to be issued, translation services (either onsite or off) will be sought to ensure every identified parent receives notification in his/her native language. Our Parent/ENL Coordinator's will help parents obtain the translation services they need to fully participate in parent conferences.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

At the beginning of every workshop or meeting we hold at our school, we distribute a parent survey. We collect that information at the end of each session to get feedback from parents to determine if it was informative, useful, easy-to-comprehend, well-planned and other comments they feel will better the session for next time. For the ELL parents, we may provide that survey in their L1 to ensure a thorough understanding of the survey as needed.