2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: KAPPA

Principal: SHERI WARREN
Comprehensive Educational Plan (CEP) Outline

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School Information

Knowledge and Power Preparatory Academy (K.A.P.P.A) 09x215

School Name: Knowledge and Power Preparatory Academy (K.A.P.P.A)  
School Number (DBN): 09x215

BEDS Code: 320900010215

Grades Served: 6 through 8

School Address: 3630 Third Avenue

School Contact Person: Sheri Warren  
Email Address: swarren@schools.nyc.gov

Principal: Sheri Warren

UFT Chapter Leader: Marcia Jo Shepherd

Parents’ Association President: TBD

SLT Chairperson: TBD

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

Student Representative(s): N/A

CBO Representative: Kadidja Sanogo

District Information

Geographical District: 09  
Superintendent: Leticia Rodriguez Rosario

Superintendent’s Office Address: 1245 Washington Avenue Rm 102

Bronx, NY 10456

Superintendent’s Email Address: Rosario2@schools.nyc.gov

Phone Number: 718-579-7143  
Fax: }

Field Support Center (FSC)
FSC: FSC Bronx  
Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Avenue
JRuiZ2@schools.nyc.gov

Executive Director’s Email Address:  
Phone Number: 718-828-7776  
Fax: 718-828-2114
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>Sheri Warren</td>
<td>*Principal or Designee</td>
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<tr>
<td>Marcia Jo Shepherd</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>TBD</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>TBD</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>TBD</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
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<tr>
<td>Kadidja Sanogo</td>
<td>CBO Representative, if applicable</td>
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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>
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<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>
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<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>
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<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>
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<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>
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<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>
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</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?**

<table>
<thead>
<tr>
<th>K.A.P.P.A Vision</th>
<th>K.A.P.P.A scholars will be tomorrow’s leaders and problem solvers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.A.P.P.A Mission</td>
<td>The K.A.P.P.A. mission is to provide our scholars with the academic, career, intrapersonal and interpersonal skills necessary for success in high school, college and the competitive world.</td>
</tr>
<tr>
<td>K.A.P.P.A Motto</td>
<td>The K.A.P.P.A motto is &quot;Education is our Passport to the Future...&quot;</td>
</tr>
</tbody>
</table>
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.

The Knowledge Power and Preparatory Academy (K.A.P.P.A) is a grade 6 – 8 middle school housed at the Dr. Charles R. Drew Educational Complex in the Morrisania section of the Bronx. The facility is shared with the New Venture STEAM Academy and Frederick Douglass Academy III. K.A.P.P.A was established as a program in September, 2000 and was the first replicated school in Community School District #9. It was replicated after KIPP Charter School in partnership with Replications, Inc which was founded by John Elwell. There are currently four KAPPA schools that have been replicated after our school. KAPPA is unique in that our scholars hail from communities located in Community Districts 9 and 10. Our scholars apply to KAPPA via the Middle School Choice Program. As a result, the student population is economically and ethnically diverse. Students and their families hail from Central America, South America, Africa, Asia, and the Caribbean. Even though approximately 15% of our students are identified as English Language Learners, the vast majority of our students actually speak a second language at home. This adds to the uniqueness of our school. What these diverse students have in common is that they value education. This is a direct result of strong parental support at home.

K.A.P.P.A is currently in its eighteenth year as an educational institution and thirteenth year as an autonomous school recognized by the New York State Education Department. As per the New York State Education Department, K.A.P.P.A. has been in good academic standing since its establishment as an autonomous school.

Strategic Collaborations/Partnerships

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

School’s Out NYC (S.O.N.Y.C) – KAPPA, in partnership with the Xposure offers a 5 day – 3 hour after school program that provides homework help, animation, dance, scriptwriting and video production. Students also participate in recreational, athletic, and educational trips.

Algebra for All - Select teachers and an Assistant Principal participate in this initiative which makes Algebra education accessible to all students in middle school.

Urban Advantage - Select teachers and an Assistant Principal participate in this initiative which promotes inquiry-based learning, STEM education and text to world connections in Science.

STEM A+ labs - A $200,000 grant was received from Bronx Borough President Ruben Diaz, Jr. and Councilwoman Vanessa Gibson in order to improve, increase, and integrate technology in Science. Each Science teacher is incorporating the use of digital Science labs into their Science curriculum. Students also learning Robotics, programming Nanobots, and use digital software to create three-dimensional objects via the use of a 3D printer.
Every Science teacher, the Physical Education teacher, and an Assistant Principal has/will receive professional development in the successful utilization of the A+ STEM labs.

The Girl Scouts of Greater New York - KAPPA, in partnership with the Girl Scouts of America, hosted six-week coding program for girls. We anticipate establishing a Girl Scout Troup or the 2018-2019 school year.

Special Initiatives

Top Scholar Tour - Each year 50 students attend an overnight, out-of-state trip based on attendance, grade point averages, and behavior. Students visit historical landmarks, colleges/universities, attend plays, visit museums, etc.

College and Career Readiness - Seventh grade students attend an overnight, out-of-state trip to Washington D.C. where they visit Howard University, The African American Museum of History and Culture, the home of Frederick Douglass, and other historical landmarks and institutions.

School Accomplishments – During the 2018-2019 school year, KAPPA has implemented new activities/initiatives and continued to maintain those that have been a successful staple to our school community. Some of these accomplishments are/were:

Academic

- KAPPA is in good academic standing
- Regents - 96% of K.A.P.P.A scholars that took the Common Core Algebra Regents passed the exam.
- Top Scholar Tour (TST) – Annually, 50 students participate in an out of state trip (3-5 days) based on exemplary grades, behavior and attendance
- ELA data - There was a 7% increase in the number of students performing at a proficient level on the New York State exam.
- Math data - There was a 3% increase in the number of students performing at a proficient level on the New York State exam.
- Math data - 96% of the students that took the Common Core Algebra Regents passed the exam.
- Science data - 50% of the students that took the Living Environment Regents passed the exam.

Attendance

- ~94% student attendance rate
High attendance at parental functions such as: Meet and Greet, STEM Fair, Math Competition, High School Articulation meeting, Carnival Night, Summer Orientation workshop, and Parent-Teacher Conferences

**School Environment (2017 - 2018 data)**

- 94% of families say that at their school their child is safe.
- 95% of families say that they are satisfied with the response they get when they contact the school.
- 96% of families say that they are satisfied with the education their child has received this year.
- 94% of families say that they are satisfied with the overall quality of their child's teachers this year.

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

The English Language Learner population has improved their scores on the NYSESLAT. However, KAPPA has had difficulty retaining certified ENL teacher. The current ENL teacher has returned to the school due to exceeding rights.

The current Math teacher for the sixth grade Self-Contained class and SETSS provider has been on a Restoration of Health leave of absence since November 7th, 2017. As a result, students will be receiving instruction from a long term Substitute until the Special Education teacher returns.

The Students in Temporary Housing (STH) have extreme financial difficulties. These students have been given uniforms and school supplies in order to help them thrive in the school.

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 elements of the Framework for Great Schools in which KAPPA made the most progress over the past year was Strengthening Family-Community Ties and Trust. In the element of Strengthening Family-Community Ties there was a 0.2% increase. In the area of Trust, there was a 0.48% increase.

The key areas of focus for the 2018-2019 school year are Rigorous Instruction and Collaborative Teaching. There was 0.23% decrease in the rating for Rigorous Instruction. In Mathematics, we have planned for each Math class to begin with 30 minutes of engagement in the 5 Practices for Orchestrating Mathematical Discussions. Also, in Mathematics, students will receive remediation using Ready workbooks that are one grade below their actual grade-level. In the area of Collaborative Teaching, all teachers have daily common planning time with teachers who teach the same grade and subject. In Mathematics, grade 6 and 8 teachers have an opportunity to plan both vertically and horizontally on a daily basis.
### School Demographics and Accountability Snapshot for 09X215

#### School Configuration (2018-19)
- **Grade Configuration**: 05,06,07,08
- **Total Enrollment (2017-18)**: 317
  - **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)**: 21
  - **# SETSS (ELA)**: 23
  - **# Integrated Collaborative Teaching (ELA)**: 3
- **# Special Classes (Math)**: 21
  - **# SETSS (Math)**: 20
  - **# Integrated Collaborative Teaching (Math)**: 3

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: N/A
  - **# Music**: N/A
  - **# Dance**: N/A
  - **# Drama**: N/A
  - **# Foreign Language**: N/A
  - **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 91.0%
  - **% Attendance Rate**: 93.4%
- **% Free Lunch**: 90.9%
  - **% Reduced Lunch**: 0.6%
- **% Limited English Proficient**: 15.1%
  - **% Students with Disabilities**: 24.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.9%
  - **% Black or African American**: 47.3%
- **% Hispanic or Latino**: 44.8%
  - **% Asian or Native Hawaiian/Pacific Islander**: 5.7%
- **% White**: 1.3%
  - **% Multi-Racial**: 0.9%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 13.25
- **% of Teachers with No Valid Teaching Certificate**: 0%
  - **% Teaching Out of Certification**: 16%
- **% Teaching with Fewer Than 3 Years of Experience**: 5%
  - **Average Teacher Absences (2014-15)**: 8.5

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 39.6%
  - **Mathematics Performance at levels 3 & 4**: 22.8%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A
  - **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: 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)
- **Reward**: No Recognition
  - **In Good Standing**: Yes
  - **Identification by a Focus District**: No
- **Priority School**: No
  - **Focus Subgroups**: N/A

### 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**: YES
    - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **White**: N/A
    - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
    - **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**: NO
  - **Hispanic or Latino**: YES
    - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **White**: N/A
    - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
    - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: NO
    - **ALL STUDENTS**: NO

- **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**: NO
    - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: NO
    - **ALL STUDENTS**: NO

#### High 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**: N/A
    - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **White**: N/A
    - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
    - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: NO
    - **ALL STUDENTS**: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

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2018-19 CEP

13
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.

Rigorous Instruction (KAPPA strengths)- 2017-2018 Learning Environment Survey

ELA - There was a 7% increase in the number of students performing at a proficient level on the New York State exam. In 2017, 32% of the students were proficient and in 2018, 39% of the students were proficient.

Math - There was a 3% increase in the number of students performing at a proficient level on the New York State exam. In 2017, 18% of the students were proficient and in 2018, 21% of the students were proficient.

Rigorous Instruction (KAPPA priority needs)- 2017-2018 Learning Environment Survey

ELA - Even though the overall level of proficiency is above 40% (New York State ELA exam 2018) for students in grades 6 and 8, the level of proficiency for last year's grade 7 students was 29.2%. When this cohort is compared to itself, they had an 8% increase as they matriculated from grade 6 to grade 7. The priority is for 40% of this cohort (current 8th grade students) to perform at performance level 3 or higher.

Math - The overall level of proficiency is 21% (New York State Mathematics exam 2018). The priority is to increase the proficiency level to 30% based on the New York State Mathematics exam 2019.

Math - Even though 96% of the students that took the Common Core Algebra Regents passed the exam, the priority is to increase the number of students scoring 85% or better by 5%.

Living Environment - Based on the 2018 Living Environment Regents exam, 50% of the students passed. We would like to increase the percentage of students passing by 10%.

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.
By June 2019, 5% of the students will improve their performance on the writing components of the New York State English Language Arts and Mathematics exams by completing on-demand short and extended responses in all content area subjects.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
<th>Target Group(s)</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>Evidence-based</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>instructional programs</td>
<td></td>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>professional development, and/or systems and structures needed to impact change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in the number of on demand writing tasks (short and extended) given within a 45 or 60 minute class period</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students will compose a minimum of 3 common core aligned Literacy writing performance tasks in Science and Social Studies.</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students will complete Math writing tasks throughout the year.</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Students will take on demand writing assessments in ELA throughout the year. These assessments will focus on students being able to provide valid reasons that support their claims.</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers</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.

KAPPA will engage parents and families and support their understanding of Rigorous Instruction and New York State standards by hosting a wide variety of parent workshops and student-centered events.

- **Curriculum Night** - September 20, 2018 - All teachers and administrators
- **Bring your Parent to School Day** - October 2018 - Parent Coordinator, all supervisors, all teachers
- **Parent Workshop** - How to Prepare your Child for the ELA - February 2019 - Parent Coordinator and Principal
- **Parent Workshop** - How to Prepare your Child for the Math exam - March 2019 - Parent Coordinator and Assistant Principal (Mathematics)
- **Math competition** - May 2019 - Assistant Principal (Mathematics)
- **STEM fair** - May 2019 - Assistant Principal (Science)

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.
ELA resources

- Grade liaisons
- Released sections of book 2 of the New York State ELA Exams (2016 - 2018)
- Claims, Evidence, Reasoning anchor charts
- Claims, Evidence, Reasoning graphic organizers
- Professional Development

Math

- Grade liaisons
- Released sections of book 2 of the New York State Math Exams (2016 - 2018)
- READY workbooks
- Math skills period
- The 5 Practices for Orchestrating Mathematical Discussions
- Algebra for All
- Professional Development

Science

- Next Generation Science standards
- Elevate Science curriculum
- A+ STEM labs
- Urban Advantage
- Professional Development

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
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<td></td>
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</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 January 2019, students would have completed two on-demand writing responses in ELA, Math, Social Studies, and Science.

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

The instruments of measure that will be used to assess progress are:

Math

- Math writing portfolio assessments
- New York State ELA/Math short and extended responses
- Primary Document Analysis using CER
- MOSLS (from the 2017-2018 school year)
- Living Environment Regents
- Algebra Regents
- Math Regents
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?

Supportive Environment (KAPPA strengths) - 2017-2018 Learning Environment Survey

- 92% of KAPPA middle school students say that KAPPA educates families about the application/enrollment process for high school. This percentage is higher than both the city and district average.
- 91% of KAPPA middle school students say that KAPPA provides guidance for the application process for high school. This percentage is higher than the district average and equal to the citywide average.

Supportive Environment (KAPPA priority needs) - 2017-2018 Learning Environment Survey

- 50% of KAPPA students say that their teachers support them when they are upset.
  - Implementation of the KAPPA Keeper program - is a program that requires each staff member to meet with ten students in order to discuss issues or concerns that are important to the group. The topics cover social emotional well being, academics, attendance, and issues relevant to adolescents. When in crisis students are allowed to speak to their KAPPA Keeper in order to help resolve problems and deescalate crisis.
  - Professional Development - teachers will receive professional development in the area of social emotional support of students

- 48% of KAPPA students say that they feel safe outside around their school.
  - During dismissal a minimum of three members of the KAPPA staff are positioned in front of the school to prevent potential altercations, assaults, robberies, etc. Requests have been made for officers from the 42nd precinct to be placed along the perimeter of the school to ensure student safety.

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, the number of students who say that their teachers support them when they are upset will increase by 20%.
**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>
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<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>All students</td>
<td>October 2018 – June 2019</td>
<td>All staff</td>
</tr>
<tr>
<td>N/A</td>
<td>October 2018 – June 2019</td>
<td>All staff</td>
</tr>
<tr>
<td>7th grade students</td>
<td>October 2018 – June 2019</td>
<td>Assistant Principal, Dean</td>
</tr>
</tbody>
</table>

- **KAPPA Keepers** will meet with their members a minimum of twice a month.
- **Teachers** will receive Professional Development in Positive Behavioral Intervention Strategies (PBIS).
- **The Dean and the seventh grade Assistant Principal** will facilitate weekly advisory meetings with at-risk students.

**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 Workshops** - October 2018 - June 2019 - Parent Coordinator, Dean, and School Counselor
- **Parent Conferences** - October 2018 - June 2019 - Parent Coordinator, Dean, and School Counselor

**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.

- School Counselor
- Parent Coordinator
- Dean
- External consultants

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

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<table>
<thead>
<tr>
<th></th>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
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<th>Title II, Part A</th>
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<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tbody>
<tr>
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<td>C4E</td>
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<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>
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**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 order to measure progress, the instrument of measure will be:

By January 2019, each KAPPA Keeper would have met with their members at least eight times. Seventh grade advisory groups would have met a minimum of fourteen times.

By January 2019, there will be a decrease in the number of students who need de-escalation intervention services.

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

In order to measure progress, the instrument of measure will be:

- Behavioral management charts
- KAPPA Cash

**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

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.

Collaborative Teachers - (KAPPA strengths)

100% of teachers say that they design instructional programs (for example, lessons and units) together. This percentage is above the district and citywide average.

100% of teachers say that they talk with one another about instruction. This percentage is above the district and citywide average.

Collaborative Teachers - (KAPPA priority needs)

67% of teachers say that they had opportunities to work productively with teachers from other schools on professional development. This percentage is above the district and citywide average.

- In order to make gains in this area, KAPPA supervisors will network with the Borough Field Office and supervisors from other schools to schedule inter-visitations, to share best practices based on pre-identified needs.

73% of teachers say that their professional development experiences this year have been sustained and coherent.

- In order to make gains in this area, a protocol will be devised by the staff that will ensure that each professional development session is consistent and of high quality.

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 75% of the staff would have engaged in professional development activities with other middle schools in District 9.
## 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>
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<tr>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>October 2018 – June 2019</td>
<td>Supervisors Select teachers</td>
</tr>
<tr>
<td>All teachers</td>
<td>October 2018 - June 2019</td>
<td>Select teachers</td>
</tr>
</tbody>
</table>

Inter-visitations will be scheduled to share best practices in all content area subjects.

Improve the quality of Professional Development provided by staff and other external consultants.

### 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.

**Curriculum Night** - September 2018 - All staff

**Grade meetings** - October 2018 - June 2019 - Staff specific to grade

### 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.

- External consultants
- Funding for external consultants
- Per Session funding
- Professional Development protocol

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

By January 2019, 71% of the teachers would have participated in an inter-visitation at another District 9 middle school.

By January 2019, 75% of the teachers would have participated in professional development that is coherent and consistent.

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

Surveys

**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.

Effective School Leadership (KAPPA strengths)

100% of teachers say that the principal makes clear to the staff his or her expectations for meeting instructional goals. This percentage is above the district and citywide average.

100% of teachers say that the principal carefully tracks student academic progress. This percentage is above the district and citywide average.

Effective School Leadership (KAPPA priority needs)

80% of teachers say that they have influence over the development of instructional materials.

- Teachers meet in teams, by subject, in order to select supplemental materials/resources that can be used to differentiate and scaffold the instructional materials. In ELA, Social Studies, and Math, KAPPA uses the State recommended curricula.

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.

By June 2019, 90% of teachers will have influence over the development of instructional materials.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>KAPPA teachers will meet in teams in order to select supplemental resources that can be used as instructional tools in all subject areas</td>
<td>All Teachers</td>
<td>October 2018–June 2019</td>
</tr>
</tbody>
</table>

### 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.

**School Leadership Team (SLT) - September 2018 - June 2019**

**Parent Workshops - October 2018 - June 2019 - Parent Coordinator and Principal**

### 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.

- Daily team planning meetings
- Professional Development Mondays
- Instructional Planning Tuesdays

**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>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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 January 2019, 95% of KAPPA teachers would have selected supplemental materials that can be used to revise the curriculum to support individual students' needs.
### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

**Survey**

Team Planning meetings

### 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

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.

Strong Family and Community Ties (KAPPA strengths)

91% of families say that teachers work closely with them to meet their child’s needs. This percentage is above the district average and equal to the citywide average.

92% of families say that they feel well-informed by the communications they receive from their school

Strong Family and Community Ties (KAPPA priority needs)

80% of families say that they get opportunities to visit their child’s classroom, such as observing instruction or participating in an activity with their child.

- KAPPA will host two Bring your Parent to School Day sessions. Parents will be able to follow their child’s program and engage in their child’s instructional activities for the day.

57% of families say that they have had the opportunity to volunteer time to support their school.

- For each monthly school-wide activity, a parent volunteer list will be generated to solicit parent volunteers. In addition, school messages will be conducted in order to solicit for parent volunteers.

As a whole, we are consistently working towards being a community with high levels of parental involvement throughout grades 6-8. We encourage parental involvement by creating a welcoming environment for parents through the following:

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, all parents would have been given an opportunity to participate in open houses in which they follow their child's program.
### 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>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule two Bring your Parent to School Days</td>
<td>All parents and guardians October 2018 and March 2019</td>
<td>Parent Coordinator All supervisors All teachers All support staff</td>
</tr>
<tr>
<td>Generate a volunteer bank which consist of parents/family members that will chaperon, organize, and serve as volunteers for school-wide events.</td>
<td>All parents and guardians October 2018 - June 2019</td>
<td>Parent Coordinator School Leadership Team</td>
</tr>
</tbody>
</table>

### Part 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.

- Xposure after school program

### 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.

| CBBO Support - Xposure |

#### 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>Title I SWP</th>
<th>Title I TA</th>
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</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 January 2019, 100% of KAPPA parents would have had the opportunity to have participated in at least one Bring your Parent to School Day.

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

Parent/Guardian attendance at Bring your Parent to School Day

**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>English Language Arts (ELA)</td>
<td>*Retained students&lt;br&gt;*Overage students&lt;br&gt;*Lowest performing 1/3&lt;br&gt;*Teacher referral&lt;br&gt;*Failing subject (2 times)</td>
<td>*Conferring&lt;br&gt;*Discussion prompts&lt;br&gt;*Visual aids&lt;br&gt;*Sentence starters&lt;br&gt;*graphic organizers</td>
<td>*One to one&lt;br&gt;*Small group&lt;br&gt;*Whole group discussion</td>
<td><em>During the school day</em></td>
</tr>
<tr>
<td>Mathematics</td>
<td>*Retained students&lt;br&gt;*Overage students&lt;br&gt;*Lowest performing 1/3&lt;br&gt;*Teacher referral&lt;br&gt;*Failing subject (2 times)</td>
<td>*Use of manipulatives&lt;br&gt;*Engagement in mathematical discussions&lt;br&gt;*Small group instruction&lt;br&gt;*Project based learning&lt;br&gt;*Clarifying vocabulary and symbols</td>
<td>One to one&lt;br&gt;*Small group&lt;br&gt;*Whole group discussion</td>
<td><em>During the school day</em></td>
</tr>
<tr>
<td></td>
<td><strong>Use of real world applications</strong></td>
<td><strong>Build fluency</strong></td>
<td><strong>One to one</strong></td>
<td><strong>Small group</strong></td>
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<tr>
<td><strong>Science</strong></td>
<td>Retained students</td>
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<tr>
<td></td>
<td>*Overage students</td>
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<td></td>
<td>*Lowest performing 1/3</td>
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<td></td>
<td>*Teacher referral</td>
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<td></td>
<td>*Failing subject (2 times)</td>
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<td></td>
<td>*Small group instruction</td>
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<td></td>
<td>*Conferring</td>
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<td></td>
<td>*Discussion prompts</td>
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<td></td>
<td>*Visual aids</td>
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<tr>
<td></td>
<td>*Graphic organizers</td>
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<td></td>
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<td></td>
<td>*Clarifying vocabulary and symbols</td>
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<td></td>
<td>*Project based learning</td>
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<td>*One to one</td>
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<td></td>
<td>*Small group</td>
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<td></td>
<td>*Whole group discussion</td>
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<td></td>
<td>*During the school day</td>
<td></td>
<td></td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>*Retained students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Overage students</td>
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<td></td>
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<td></td>
<td>*Lowest performing 1/3</td>
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<td></td>
<td>*Teacher referral</td>
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<td></td>
<td>*Failing subject (2 times)</td>
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<td></td>
<td>*Small group instruction</td>
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<td></td>
<td>*Conferring</td>
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<td></td>
<td>*Discussion prompts</td>
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<td>*Visual aids</td>
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<td></td>
<td>*Graphic organizers</td>
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<td>*One to one</td>
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<td></td>
<td>*Small group</td>
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<td></td>
<td>*Whole group discussion</td>
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<td></td>
<td>*During the school day</td>
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<tr>
<td><strong>At-risk services</strong></td>
<td>*Retained students</td>
<td></td>
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<tr>
<td></td>
<td>*Overage students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Students identified in RTI Meetings</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>*Failing subjects (multiple times)</td>
<td></td>
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<tr>
<td></td>
<td>*Behavioral challenges</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>*Building character</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Learning about respect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*KAPPA Keepers</td>
<td></td>
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<tr>
<td></td>
<td>*TCIS</td>
<td></td>
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<tr>
<td></td>
<td>*Building character – learning ab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Building character – learning ab</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>*During the school day</td>
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</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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>There are currently 11 students in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>There are currently 11 students in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>Services provided to students in temporary housing are:</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>Xposure after school program</td>
<td></td>
</tr>
<tr>
<td>Referrals to the family for various types of support.</td>
<td></td>
</tr>
<tr>
<td>Purchasing of items such as clothing, shoes, food, etc.</td>
<td></td>
</tr>
<tr>
<td>Regular meetings with the KAPPA Keeper and/or Dean to discuss academic and behavioral status.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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>X</th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</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.

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

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

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

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.

N/A

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. Indicate 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>$308,653.00</td>
<td>X [5a4b, 5b4b, 5c4b, 5d4b, 5e4b]</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X [5a4b, 5b4b, 5c4b, 5d4b, 5e4b]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,766,976.00</td>
<td>X [5a4b, 5b4b, 5c4b, 5d4b, 5e4b]</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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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.

Parent and Family Engagement Policy

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. 09X215, 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.

Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

Support for Parents and Family Members of Title I Students
Our school will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- Providing assistance to parents in understanding City, State and Federal standards and assessments;

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

### Parental Involvement and School Quality

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

- Conduct parent workshops with topics that may include: parenting skills, Common Core Learning Standards understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);

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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school will further encourage school-level parental involvement by:</td>
</tr>
<tr>
<td>● holding an annual Title I Parent Curriculum Conference;</td>
</tr>
<tr>
<td>● hosting Bring your Parent to School Day;</td>
</tr>
<tr>
<td>● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
<tr>
<td>● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</td>
</tr>
<tr>
<td>● supporting or hosting Family Day events;</td>
</tr>
<tr>
<td>● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</td>
</tr>
<tr>
<td>● hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;</td>
</tr>
<tr>
<td>● Encouraging parents to be involved in their children’s learning by attending Parent Learning Workshops</td>
</tr>
<tr>
<td>● encouraging more parents to become trained school volunteers;</td>
</tr>
<tr>
<td>● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</td>
</tr>
<tr>
<td>● providing parents with Response to Intervention plans for at risk students</td>
</tr>
<tr>
<td>● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
</tbody>
</table>
School-Parent Compact (SPC)

School-Parent Compact

09X215, 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.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

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;

II. 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

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ______
Grades to be served by this program (check all that apply):

- [X] K
- [X] 1
- [X] 2
- [X] 3
- [X] 4
- [X] 5
- [X] 6
- [X] 7
- [X] 8
- [X] 9
- [X] 10
- [X] 11
- [X] 12

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

2018-19 CEP
**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the:
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:  

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

According to the 2016 NYSESLAT data based on 51 ELLs: 6% of the ELLs scored at the Entering on the NYSESLAT. 12% scored at the Emerging level and 27% scored at the Transitioning level. 55% scored at the Expanding level. 8 students tested at the Commanding level on the 2016 NYSESLAT.

The Direct Instructional Supplement program will serve ELLs in grades 6 through 8. Thirty three percent (17) of the students being served also have IEPs (Based on 2016-2017 data). The Direct Instructional Supplement Program will occur after school. All students will be able to attend an after-school program that will be scheduled on Wednesdays and Thursdays for 2 hours each (2:15 pm - 4:15 pm). Grade 6 students will be able to attend the after school program on Wednesdays. Grade 7 and 8 students will attend the after school program on Thursdays. The after school program will begin in mid January, 2017 and conclude at the end of May, 2017. There will be approximately 18 sessions for each grade.

The language of instruction for the program will be English.

In order to provide the students with home language support, students will be able to access the online program Achieve 3000 to complete remedial, extension, and stretch activities in their home language, if preferred and available.

Attendance in the after school program will be taken daily and maintained in an after school attendance folder by the teacher. Copies of all correspondence, sent home will also be maintained by the instructor in a folder.

Grade students will be grouped as one instructional group and the students in grades 7 and 8 will be grouped in another instructional group. There will be approximately 25 students in each group. The student to adult ratio will be approximately 1:25. One classroom will be used for each session.

Professional Development has been/ will be provided by Achieve 3000 - September 2016, January 2017. The name of the consultant is Nando Prudhomme. Professional development will also be provided by Attanasio & Associates for the "Getting Ready for the NYSESLAT," curriculum. The name and credentials of the consultant and dates of the professional development are to be determined.

A certified ESL teacher will facilitate the extended day program.

The types of materials to be used will be as follows:
Part B: Direct Instruction Supplemental Program Information

Quick Study Guide: ESL as a Second Language
Quick Study Guide: ESL as a Second Language: Verbs
The Clear and Simple: Thesaurus Dictionary
Getting Ready for the NYSESLAT (workbook)
Achieve 3000

Part C: Professional Development

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

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

Begin description here: ______

Professional Development, for English Language Learners, is needed for all teachers at K.A.P.P.A. Since students are grouped heterogeneously throughout all grades, it is imperative that all teachers learn pedagogical strategies designed to improve the Literacy of all ELLs. Even though there are 52 identified ELLs at K.A.P.P.A, there are many who are unidentified because the vast majority of students speak a language other than English at home.

Professional Development will occur during the Chancellor's Conference Days and during team planning sessions. It will also be provided by external consultants, such as BFSC personnel. It is anticipated that the professional development will be at no cost to the school.

Recommended topics to be covered:
- Vocabulary Development
- Common Core Learning Standards and ELLs
- Differentiation
- Scaffolding Language and Learning
- From Speaking to Writing in the Content Classroom
- Reading and Writing in a Second Language

Identifying appropriate resources

It is our hope that the teachers will be able to incorporate the skills/strategies learned, at professional development workshops, into their daily instructional practices. Consequently, this should improve students' performance on New York State assessments as well as the NYSESLAT.

Records of professional development that is provided on site will be maintained at the school. Copies of all agendas, sign-in sheets, and supporting documents will be maintained in the main office.
### Part D: Parental Engagement Activities

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

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

Begin description here: ____

A wide variety of parent engagement activities are targeted toward parents of ELLs. These activities are designed to help parents become acclimated to the school and provide them with support as their children matriculate, while at KAPPA Meetings are held 1-2 times a month and last for at least 2 hours.

Parents are notified of these activities via the monthly calendar, fliers, and announcements via the school messenger service. Written correspondence will be translated into languages that can be translated. Translation, in Spanish, will be provided at each event by various staff. French, will be provided by staff on an as needed basis.

Copies of all attendance sheets, agendas, fliers, and supporting documents are maintained in a folder in the main office.

A list of tentative scheduled events are:

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Dates/Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAPPA Orientation (New Parents)</td>
<td>October 2016 - August, 2017 (Ms. Feliz, Ms. Warren)</td>
</tr>
<tr>
<td>KAPPA Meet and Greet (Curriculum Night)</td>
<td>September 2017 (All Staff)</td>
</tr>
<tr>
<td>What Every Kappa Parent Should Know</td>
<td>September 2017 (Ms. Robinson)</td>
</tr>
<tr>
<td>8th Grade Articulation Process</td>
<td>October-December 2017 (Ms. Feliz, Ms. Warren)</td>
</tr>
<tr>
<td>Carnival Night</td>
<td>October 2017 (Various Staff)</td>
</tr>
<tr>
<td>Father/Daughter Dance</td>
<td>March 2017 (Various Staff)</td>
</tr>
<tr>
<td>Cyber bullying Coordinator, all supervisors</td>
<td>Oct./Nov. 2016 (Ms. Feliz. Parent)</td>
</tr>
<tr>
<td>How to Help My Child Prepare for the ELA exam Teacher</td>
<td>February 2017 (Ms. Warren, ESL Teacher)</td>
</tr>
<tr>
<td>How to Help My Child Prepare for the Math exam</td>
<td>March 2017 (Ms. Saygbe, ESL Teacher)</td>
</tr>
<tr>
<td>How to Help My Child Prepare the NYSESLAT exam</td>
<td>February/March 2017 (ESL Teacher)</td>
</tr>
<tr>
<td>Father/Son Softball</td>
<td>April 2017 (Various Staff)</td>
</tr>
<tr>
<td>Math/Science Fair</td>
<td>May/June 2017 (Various Staff)</td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

Allocation Amount: $_____  

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>09</td>
<td>Bronx</td>
<td>215</td>
</tr>
</tbody>
</table>

School Name: Knowledge and Power Preparatory Academy

#### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sheri Warren</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>V. Dickerson, W. Sayge</td>
</tr>
<tr>
<td>Coach</td>
<td>not-applicable</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Pamela Boulware</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Inez Feliz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rhonda Ritches - Model Teacher</td>
</tr>
<tr>
<td>Parent</td>
<td>not applicable</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Teresa Bell - Model Teacher</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Connie McGeachy Roberson</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mrs. Leticia Rodriguez Rosario</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

#### 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>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>
D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>321</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ELLs</td>
<td>50</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>15.58%</td>
</tr>
</tbody>
</table>

**Part II: ELL Demographics**

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</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>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):
- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):
- Freestanding ENL
  - Yes
  - No

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.

**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?
   
   In order to guide instructional planning for ELLs, a wide variety of data are used.

   NYSESLAT data are examined. The data revealed that 51% of the ELLs are performing at the Expanding level. It also showed that the students are mostly deficient in the writing and reading comprehension sections of the NYSESLAT. Approximately 78% of the ELLs received a writing score of 6 or less. It also showed that 53% of the students received a score 14 or less on the reading comprehension section of the NYSESLAT.

   All students are administered an ELA diagnostic in late September. This data informs all teachers what specific skills students...
struggle to master. Based on the data, classroom teachers classroom teachers revise unit/lesson plans to differentiate and scaffold instruction.

The insights that this data provides is that the majority of ELL students encounter difficulty writing. specifically, students have challenges with paragraph organization, clarity, sentence structure and usage.

ELLs will also take an IReady assessment in November, the data from this assessment will be used to further revise unit and lesson plans.

2. What structures do you have in place to support this effort?
Students will complete beginning of year, mid year and end of year assessments in writing. Students will have their writing instruction scaffolded with the use of writing prompts, graphic organizers, etc. The NTC analysis guide will be used to analyze assessment data and make revisions to instruction.

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 summative assessments that will be used are the following:

New York City Performance Tasks
English Language Learner Baseline Assessment
I-READY beginning of year and mid year assessments

Based on current data, identified areas of need are:

- organization of writing
- sentence structure
- identifying claims
- citing relevant evidence to support claims
- all aspects of reading comprehensions

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, the ESL teacher, ELA teachers and members of the LAP Team analyze the data using the NTC- Analyzing Student Work Protocol. An area of focus is identified based on a common skill that the vast majority of students are experiencing challenges with. Students receive instruction that is differentiated and/or scaffolded in order to provide them with academic supports. After a 6 to 8 week cycle, students are given another assessment and the data are analyzed to see if there was progress in the area of need. If there is significant progress, another area of focus is identified. If there is little to no progress, that skill is maintained as an area of focus and additional revisions are made.

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.] We currently do not have any K-5 classes at our 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].
Outcome assessments that are used to evaluate and inform our ELL programs are: Living Environment Regents, Common Core Algebra Regents New York State ELA and Math exams, New York City Performance Tasks, and I-READY.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The ELL Data Analysis will be used to disaggregate data to make revisions to instruction.
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 stand-alone ENL class is facilitated in 90 minute blocks. The 90 minute lesson consist of the following components: reading comprehension, vocabulary development, grammar/ language arts and independent reading. In this class, students who have scored at the entering/emerging levels are placed into un-graded groups. The remaining students who need instruction in 90 minute blocks are placed in the un-graded heterogeneous groups.
      The Integrated ENL (push-in) program is based on the idea that pulling students out of their classrooms can prevent students from fully integrating into the classroom and that students will miss class work while they are gone. Integrated ENL (push in) means that the ENL teacher comes into the classroom to service students for the mandated time as per CR Part 154. It is extremely important for the ENL teacher and the classroom teacher work closely together to meet the academic needs of ELL students. The ENL teacher and the classroom teacher collaborate on the unit of study to determine the various ways the ENL teacher will work in the classroom. One way is for the ENL teacher to team-teach with the subject teacher. The ENL teacher and the English Language Arts teacher (ELA) take turns delivering lessons, with the ENL teacher focusing on providing scaffolding and addressing more basic skills. The ENL teacher also provides ideas and materials for differentiating and scaffolding instruction for the general education teacher. A second option is for the ENL teacher to pull a small group of ELLs during independent work time to reinforce or re-teach a skill. This can also be a time to teach more basic language skills or grammar points. A third way for the ENL teacher to service the students is to sit with the students one on one to assess reading and writing skills during independent reading and writing work time. The skills addressed during the one-on-one sessions are aligned to the ELA teacher’s unit of study.
   b. TBE program. If applicable.
      Not Applicable
   c. DL program. If applicable.
      Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      According to their grade and proficiency levels, ELL students receive a mandated (CR PART 154) number of units of study (a unit is 180 minutes per week). Entering/Emerging and Transitioning level students will receive 360 minutes of ESL instruction. Expanding ELL students will receive 180 minutes of ESL instruction. The ESL teacher pushes in to work with every ESL student four days a week, for a 45-minute period for the Commanding students. Entering/Emerging students are seen five days a week for two 45 minute periods a day. ELL students also receive targeted ELA/ESL instruction during the extended day program.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
   Differentiated instruction is delivered in all content areas subjects including ESL. Webb’s Depth of Knowledge questions are used on a daily basis during instruction. Students are placed in various groupings that that include small group, individual, partner and whole group instruction. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedback. KAPPA has heterogeneously grouped classes in
grades 6 - 8. ESL groups are arranged by grade level. The students' proficiency levels are based on the LAB-R, NYSESLAT and informal assessment results. The ESL teacher pushes into each ELA class for a 45-minute period during either the reader or writer’s workshop. The ESL teacher will work with ELLs to introduce academic vocabulary, build prior knowledge and develop fluency and comprehension in academic English reading and writing in order to meet the needs of the Common Core.

Students who are pulled out receive 90 minute lessons using the Achieve 3000 curriculum. This curriculum provides ongoing assessments and focuses on reading comprehension, vocabulary development and writing.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   A full bilingual program requiring native language instruction is not offered in this school.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

At the beginning of the academic year all classroom teachers receive a list of ELL students in their class along with their English proficiency levels.

The instructional plan for SIFE students is to provide them with multiple access points to the curriculum. One third of all classroom libraries are leveled. SIFE students are encouraged to select books based on their lexile levels. In addition to leveled libraries, each classroom has an ENL Center that contains resources such as: multiple copies of a dictionary/thesaurus, sentence starters, and other reading and writing materials. SIFE students have open access to these resources to support them in completing reading and writing activities. SIFE students are also strongly encouraged to attend any after-school or Saturday School programs offered throughout the school year.

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

For long-term ELL students, the targeted intervention is focused on improving and supporting academic writing skills. These skills can include:
- Writing Strategies, which involves teaching students strategies for planning, revising, and editing their compositions
- Summarization, which involves explicitly and systematically teaching students how to summarize text
- Collaborative Writing, which uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions
- Specific Product Goals, which assigns students specific, reachable goals for the writing they are to complete
- Word Processing, which uses computers and word processors as instructional supports for writing assignments
- Sentence combining, this involves teaching students to construct more complex, sophisticated sentences
- Pre-writing, which engages students in activities designed to help them generate or organize ideas for their composition
- Inquiry Activities, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task
- Process Writing Approach, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing
- Study of Models, which provides students with opportunities to read, analyze, and emulate models of good writing
Writing for Content Learning, which uses writing as a tool for learning content material (Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. We also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two year extension.

Developing ELLs receive instruction that is differentiated and they also receive scaffolds to provide them with support during the lessons. Writing and reading tasks are differentiated for them. For example in writing, they may receive modified writing assignments, sentence starters, writing prompts, graphic organizers and outlines. In reading, they may read abridged versions of texts, graphic novels in lieu of full novels, and they may listen to audio of texts while they read the actual text.

Former ELLs receive scaffolded and differentiated instruction on an as needed basis.

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?

In order to reach all learners, all teachers use a variety of strategies to provide access to academic content areas and to accelerate English language developments. These strategies include: Universal Design for Learning, multiple entry points, and small group instruction.

Modified/abridged versions of grade level texts, graphic novels, and audio books are used to provide access to grade-level academic content.

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?

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

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.

This academic year ELA/Social Studies and Science curriculum has targeted interventions such as; using vocabulary as a curriculum anchor: using visual to reinforce concepts and vocabulary; implementing cooperative learning; using visuals to reinforce concepts and vocabulary; and modeling cognitive and academic language demands. Vocabulary development is integrated with all aspects of the ELA instructional program. During the Math Skills period, the teacher will provide additional support for ELL students who have difficulty keeping up with day to day expectations. This period is also designed to detect and provide ongoing support to students before they fall behind. Selection of instructional materials and activities is intended to support student learning during class time. In all classes special settings and supplemental instruction are provided by the classroom teacher. ELL students are required to attend an after school program in ELA and math taught by an ESL teacher and a math teacher who incorporates ESL methodologies in his/her targeted instructional program. ESL classes are taught in English. The after school program is designed to assist with transitional ELLs attaining commanding level on the NYSESLAT.

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

Kappa is thinking of adding a Saturday program. We would like to utilize listening centers to help students improve their performance on the NYSESLAT.

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

No programs will be discontinued.
11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students have equal access to all school programs. ELL students are offered the opportunity to participate in all regular school, after school learning programs. ELLs are encouraged to participate in activities such as; Student Government, Yearbook Club and Math Club.

During the 2017-2018 school year, ELLS will have the opportunity to participate in an after-school program that focuses on reading comprehension and writing. They will also have the opportunity to participate in a Saturday Academy that focuses on NYSESLAT test preparation.

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.

Expeditionary Learning, Eureka Math, and Achieve 3000 are instructional materials used to support ELLs. Students engage with their peers in academic conversation and can study models of the four modalities of English acquisition. Technologies used to support ELLs are smart boards, document cameras, laptops and listening centers.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

All students are taught in English in the ESL program. ELL students have access to bilingual student materials such as, dictionaries and content thesaurus, if needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Teachers use the Universal Design Learning instructional strategies to design, develop and deliver instruction that effectively meet the ages and grade levels of the ELL. Children’s cultural background and prior knowledge are often used to develop effective programs to meet the ELLs’ specific learning needs. All required services support, and resources correspond to ELLs ages and grades. In ELA, we use the Expeditionary Learning curriculum which is also the New York State EngageNY curriculum. In Social Studies, we use the Passport curriculum which is also the New York State EngageNY curriculum. In Mathematics, we use Eureka Math which is also the New York State EngageNY curriculum.

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?

The building is a co-located building however, we do not share resources as it relates to the ELLs.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for newly enrolled students and their parents and guardians.

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

17. What language electives are offered to ELLs?

No language electives are currently offered to students.

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?
   Not Applicable

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?

   As per the professional development calendar, professional development for ELLs will be provided during the month of January. The focus of these sessions will be: differentiation for ELLs, scaffolding instruction for ELLS, vocabulary development for ELLS, improving reading comprehension for ELLs and improving writing for ELLS.

   The ESL teacher will attend a minimum of 4 professional development sessions offered by the BFSC. Some of the professional development topics will be self-selected by the ESL teacher based on her individual pedagogical needs and others will be recommended based on the individual and collective needs of the students.

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.

   K.A.P.P.A will meet the professional requirements as per CR Part 154.2 in several ways.

   During the month of January, four - five hours of professional development will be offered to all teachers during Professional Development Mondays. Topics will include differentiation, providing scaffolds, improving reading comprehension and writing of ELLs. Professional Development will be provided by members of the Borough field Office as well as the ESL teacher.

   During the Chancellor's Conference Day in November, 2 - 3 hours of Professional Development will be provided for ESL instruction. The focus will be ESL strategies in content area subjects.

   Throughout the course of the year, teachers will be given opportunities to attend professional development off-site. This professional development may be provided by the Borough Field Office, New York City Department of Education or other agencies/organizations recognized by the New York City Department of Education or the New York State Education Department.

   This professional development is required for all pedagogues, administrators and paraprofessionals. Educational articles and books which focus on ELL instruction will be read throughout the year. There are no occupational therapists/physical therapists currently working at K.A..P.P.A.

   All agendas, attendance forms, fliers, certificates of completion, etc. will be maintained in a folder in the main office.
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?

Annual Individual Meetings, with parents of ELLs, will be facilitated during the months of January and February. Fliers, announcing the meetings, will be distributed to all ELLs and the Parent Coordinator and ESL teacher will call each individual family to invite them to the event.

At these meetings, results from beginning of the year and mid-year assessments will be distributed and explained to parents. Exemplars of student work and portfolios will be shared with parents. Parent handbooks that focus on test taking tips, homework support, bullying etc. will be made available in multiple languages. In addition, parents/guardians will receive individual work packets that the students can work on while at home.

Spanish interpretation will be provided by Mrs. Arias the school counselor. Interpretation in other languages will be provided using the New York City Department of Translation and Interpretation Unit.

Attendance sheets, parent-contact logs, fliers advertising the event and copies of all resources shared will be maintained by the Parent coordinator and ESL teacher

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

KAPPA parents have been invited to participate in ESL and GED classes that are being facilitated by x219 which is co-located at the same campus. The classes are held during the week as well as weekends.

Parents of ELLS support their childrens' participation in events such as the annual Science fair, Math Competition, Spelling Bee and International Day. The parents also seek multiple opportunities to enroll their children in afternoon and weekend programs that occur outside of KAPPA.

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:
Part V: ELL Identification Attestation

Principal Certification

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, Sheri Warren, 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-interruptedinconsistent-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

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<th>Title</th>
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<tr>
<td>Sheri Warren</td>
<td>Principal</td>
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<td>Victoria Saygbe</td>
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<td>Steven Edelman</td>
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<tr>
<td>Inez Feliz</td>
<td>School Counselor</td>
<td></td>
<td>10/30/15</td>
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<tr>
<td>Leticia Rodriguez Rosario</td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09x215  School Name: KAPPA  Superintendent: Leticia Rodrigu

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>
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</thead>
<tbody>
<tr>
<td>Inez</td>
<td>Feliz</td>
<td>School counselor</td>
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* 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 language preferences of the parent community will be ascertained from: ATS reports (RLER), blue cards, student applications, parent surveys and the Home Language Survey.

2. List parents’ preferred languages for both written and oral communication. 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.
The parents' preferred languages for both written and oral communication are: English, Spanish, French, Bengali, Mandinka/Mandigo, Bambara, Fulani, Soninke, and Wolof.

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<th>Language</th>
<th>Written Preferred</th>
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<th>Oral Preferred</th>
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<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>Mandinka/Mandigo</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td>Soninke</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td>fulani</td>
<td></td>
</tr>
<tr>
<td>Bengali</td>
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<td></td>
<td>Niger</td>
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<tr>
<td>Arabic</td>
<td></td>
<td></td>
<td>Wolof</td>
<td></td>
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<tr>
<td>Fulani</td>
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</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.

   English, Bengali, Spanish, French, Mandinka, Fulani,

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>Documents that are typically disseminated every year are:</td>
<td>September 7 - June 1</td>
<td>School documents will be composed in English</td>
</tr>
<tr>
<td>monthly calendars, parent handbooks, parent workshop agendas, parent association agendas, event fliers, New York State Testing Dates, graduation notices, and gentle reminders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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.

In order to ensure
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.)

In order to make limited-English parents aware of their right to receive information, posters and signs stating this fact will be displayed prominently throughout the school. Leaflets and brochures advertising this fact will also be displayed on a table near the main office. When parents/guardians enter the main office, they will be asked their preferred language of communication. Translated services will be provided on site, if possible. If a parent/guardian, speak limited or no English, they will be referred to a poster or brochure provided by the Translation and Interpretation unit so that they are made aware of their rights to be communicated with in their preferred language.

Written correspondence will be translated in Spanish and additional languages such as French, Bengali when possible. Translation services will be offered at the beginning of events such as PA meetings, Parent Workshops, Parent Teacher Conferences, etc.

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?

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