



**PUBLIC SCHOOL 149  
2009-2010  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DISTRICT: 19  
SCHOOL: P.S.149K  
ADDRESS: 700 SUTTER AVENUE  
TELEPHONE: (718) 385-8666  
FAX: (718) 345-8118**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S.149      **SCHOOL NAME:** The Danny Kaye School

**DISTRICT:** 19      **SSO NAME/NETWORK #:** Children's First Network 3

**SCHOOL ADDRESS:** 700 Sutter Avenue, Brooklyn, NY 11207

**SCHOOL TELEPHONE:** 718-385-8666      **FAX:** 718-345-8118

**SCHOOL CONTACT PERSON:** Enid M. Silvera      **EMAIL ADDRESS:** ESilver2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**      KYLE CLARKE

**PRINCIPAL**      ENID M. SILVERA

**UFT CHAPTER LEADER**      JUDITH HUGGINS

**PARENTS' ASSOCIATION  
PRESIDENT**      TONYA FLEMING

**STUDENT REPRESENTATIVE**  
*(Required for high schools)*      \_\_\_\_\_

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**      MARTIN WEINSTEIN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
ENID M. SILVERA	*Principal or Designee	
JUDITH HUGGINS	*UFT Chapter Chairperson or Designee	
TONYA FLEMING	*PA/PTA President or Designated Co-President	
LAUREEN JACKSON	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
RONDA BARRETT	DC 37 Representative, if applicable	
	Student Representative, if applicable	
KARLA COOKS	Parent	
PEARL LITTLE	Parent	
NATALIE McNICHOLS	Parent	
LISA CROOKE	Parent	
LISA CHALMERS	Teacher	
JEWEL RAMBO	Teacher	
KYLE CLARKE	Teacher	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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#### *Our Mission*

At Public School 149, The Danny Kaye School, we are committed to the fullest development of the child. With the collaborative efforts of the students, teachers, parents, staff and members of the community, the school provides a safe, supportive and caring environment for teaching and learning. Through a rigorous standards-based curriculum, artistic expression, technological opportunities, and social activities, our students work to achieve excellence.

#### *Our Vision*

Public School 149, the Danny Kaye School will be a peaceful, rich community of learning and discovery, as our students develop:

- **Motivation** – Students will set high goals, and will work with determination, purpose, and rigor to achieve these goals.
- **Responsibility** – Students will assume responsibility for their own learning as they dare to achieve, and learn to monitor and control their own attitude and behavior.
- **Respect** - Students will learn to respect themselves, other people, their school and their community.
- **Pride** – Students will develop a spirit of pride in themselves, their talents, their work, and in becoming lifelong learners.

Our School is very committed to building the social, emotional and academic progress of our students. We place a high premium on making our children, safe, happy and confident. Our children have a deep sense of pride. They know who they are. They are daring, outspoken and challenging. They have a lot of energy as they work with focus, effort and determination to hone their skills and to be successful learners.

Walking through our school you might hear the sounds of Steel Drums, our String Orchestra, or Our Voices of Joy chorus echoing through the hallway because the Arts are an integral part of our school community. Through Project ARTS funding, Residency programs (Artists-in-Residence) provide services in Dance, Music, and Theatre. Residencies range from eight to sixteen weeks, and are supported by at least one field trip, a culminating performance, and some form of outreach, as well as Professional Development for the participating teachers. We have one Visual Arts cluster teacher who provides instruction to grades K–5.

The annual *Danny Kaye Arts Festival* opens the doors of P. S. 149 to the whole community, as workshops in all arts disciplines are presented for community residents, parents, teachers, staff and students. In this event, the block of Wyona Street is closed so the community and School can all participate in music, dance, visual arts and a variety of other activities. Parents are especially attracted to the school and are involved through the many performances and assembly programs in which their children perform. Parents come to our school in overwhelming numbers for programs such as our *Hispanic Month Celebration*, *Black History Month* and *Women's History Month Celebrations*, our *Fashion Show* and our *Mid and End of Year Award Assemblies*.

The *Business Council of NY State, Inc.* recognized our school as the winner of *The 2006 Pathfinder Award for*

*Outstanding Educational Improvement on both the NYS ELA and Math Tests.* Our school provides a broad and engaging curriculum that is highly embedded with thematic strands linked to the arts and literacy. We offer a good range of academically challenging and exciting enrichment opportunities for high achieving students. In addition, The Brooklyn Center for the Urban Environment expands our students' learning in the sciences. Science comes alive for our students as this agency provides them with hands on experiences and widens their horizons with excursions in Prospect Park.

Our Parent Coordinator diligently works to boost our parent involvement efforts. Parents have had rich experiences in academic programs such as Literacy, Math and English as a Second Language. Cooking Classes, Arts and Crafts Circle, and Book Club have been some of our ongoing programs. This year families were especially enthusiastic about our Build-A-Bear workshops in which we saw mothers, fathers, grandfathers, grandmothers, aunts and uncles working side by side with their children to listen to read alouds and build their own bears which they took home to cuddle.

PS 149 provides an enriching and rewarding experience for students, parents, the community and staff. P.S. 149 have maintained longstanding community partnerships with Gary Klinsky Afterschool Program, City Year, Groundwork, and the Brooklyn Center for the Urban Environment. The Gary Klinsky Program provides our students with another after school Program in which the students can work on projects and receive help with homework. This program helps to meet the needs of working parents, as it conducts programs during holidays and vacations. Groundwork operates a similar after school program in our School. In addition, Groundwork helps to provide our students with counseling services during the school year. Groundwork is now also launching a new initiative of creating services for the entire community within the School.

*City Year* volunteers have helped us to unleash the power of youth. These volunteers lead our students into the wonder and wide adventure of books as they "*Bring Books To Life.*" They tutor our students providing one to one support in literacy. City Year conducts lunch clubs in art, dance, music and games, thus giving our students opportunities to practice their talents.



## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### **Trends:**

Public School 149 has seen continued growth in our students test scores on the NYS ELA and Math Exams.

- In 2009, 85% of our students in grades 3, 4 & 5 received a level 3 or 4 on the NYS Math Test. There was an increase of 2% on these levels during the 2010 school year with the data indicating that 87% of the students received a level 3 or 4.
- The data also shows that 96% of our students in grade 3 received a level 3 or level 4 in 2010.
- On the NYS ELA 2009 64.6% of the students in grades 3, 4 & 5 received a level 3 or 4. This grew to 71% in 2010 showing an increase of 6.4%.
- Our Progress Report shows that our School is making outstanding progress in student performance.
- We do, however, need to show improvement in the percentage of students making at least one year of progress on both the NYS ELA and Math tests.

Early Childhood data: ECLAS 2

- In grades 1 and 2 less than 20% of students mastered the Vocabulary subtest
- On the Sight Word section 65.9% of Grade 1 students, 35% of Grade 2 students, and 6.9% of Grade 3 students attained mastery at the Benchmark level for the grade
- In house review of disciplinary issues seem to focus more on our male students thereby raising concerns.

### **Accomplishments**

- Public School 149 is now a school in good standing as indicated by the State..
- Public School 149 has a high percentage of highly qualified and trained staff. Of the sixty-seven teachers on staff, (100%) are fully licensed and certified, (90%) have more than two years teaching experience in this school, 80% have more than five years teaching experience, and 85% hold a Masters Degree.

- This year our *Caring Community* Program and use of our Bucket Filling Programs will be used to promote our students self- images, expand our focus on character building and values systems so our students will be lifelong exemplary citizens.
- The Danny Kaye Chorus, “*Voices of Joy*” and the *Danny Kaye Steelband* are ambassadors for our arts program. Our Steelband consisting of students in grades 2 through 5, have performed throughout the City at parks, churches, and concerts at the Brooklyn Museum. Recently, they performed at Borough President Marty Markowitz’s lunchtime performances outdoors at Borough Hall.
- Through a grant, the Danny Kaye School is now able to further cultivate students’ learning in the Arts through a string orchestra. Our students are now learning to play the violin, bass, cello and violas. Teachers and their students are highly motivated as they learn these instruments together.
- For the past three years the entire P.S. 149 School and their families have filled at least twenty-six buses, or traveled on foot or by car to our Field Day in Highland Park. A variety of Olympic activities such as tug of war, the hurdle, challenge course, baseball, potato sack races and egg spoon races challenge our students’ athletic skills. Outdoor lunches, ribbons, and special treats make the day an exciting learning experience for all.
- Our annual Careers Day, spearheaded by our dynamic Guidance Counselor, exposes our students to the various career opportunities and broadens their thinking as they set goals and expectations for themselves. This event opens our School to our alumni who return to share their experiences, and also give our students the chance to interact with professionals who are pioneers in their areas of expertise.
- *Book Bash-Character Day* invites our students to read books and to dress and role-play their favorite characters. *Poetry Jam* in April motivates our students to read, write and recite their own poems.
- Through the Learning-Leaders Parent Volunteer Program, parents are involved through activities such as assisting with morning lineup, monitoring the schoolyard, assisting with lunchtime recess and accompanying classes on field trips.
- There are active Family Rooms housed in our Annex and in our main building. The school was awarded a *Lowe’s Hardware Store Tool Kit Grant* to promote our parent involvement activities.
- BJ’s and Best Buy are two community organizations that support our ongoing school activities and programs.
- *CookShop* and Cornell University provides our students and families with year long activities on nutrition healthy cooking and fitness.
- Over the past five years City Year, a group of young high school and college graduates have served as volunteers in our school conducting lunch time clubs, tutoring students, and assisting with our arts programs.
- Teachers are afforded the opportunity to make their own instructional decision based on data and their knowledge of the students under their charge.
- Teachers know their students very well and maintain current and detailed records of their performance and progress.
- Through careful data management the understanding of performance and progress of special education students is exemplary.
- The school provides a broad and engaging curriculum that is highly embedded with thematic strands linked to the arts and literacy.
- The school offers a good range of academically challenging and exciting enrichment opportunities for high achieving students.

- Professional development opportunities abound and are thoughtfully aligned to current data trends, teacher feedback and classroom observations.

### **Significant Aids**

- Targeted professional development that meets the determined needs of staff.
- Teachers and programs are well resourced with materials.
- Teachers are well supported by Literacy and Math Coach and the UFT Teacher Center Specialist.
- The Principal is highly visible and approachable to students, teachers and parents.
- The Assistant Principals and staff who comprise the School Leadership Team are also approachable and supportive of the needs of teachers and students in the teaching and learning process.
- Highly qualified staff, including one *National Board for Professional Teaching Standards* certified teacher.
- High staff retention rate provides continuity and stability.

### **Barriers**

- It's been a challenge finding innovative ways of conducting more frequent professional development in grade-level cohorts, across grades, and across curricular areas without taking away from instructional time.
- A significant mobility rate of about 22%, including 4.1% of the school population who reside in temporary housing and foster care, impacts on continuity of instruction and therefore student achievement. Many of our kids are from other countries and their families suddenly return to their homelands without advising the school of their whereabouts.
- Budget cuts have affected our capability to provide additional enrichment opportunities for our students through our after school programs.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section

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- 1. Seventy six percent (76%) of students in grades 3, 4, and 5 will achieve a level 3 or above on the New York State ELA exam to show an increase of 5% on levels 3 and 4.**

We made AYP on our NYS Accountability Report on ELA for all students including students in our disability subgroup. Based on the data from our Progress Report our percentage of students making at least one year of progress was 65%. We hope to show progress in performance as well as in progress.

- 2. By June 2010, we will decrease the number of students in grades K-2 who are in the "At Risk" category on the spring administration of the ECLAS 2 by 10%.**

One of the suggestions for improvement from our Quality Review was to "ensure a measurable goal to address the needs of Early Childhood boys". Based on ECLAS 2 data this goal would address the needs of all at risk Early Childhood students with a concentration on the boys who make up the majority of the students in this group.

- 3. By June 2010, the percentage of students making at least one year of progress in Mathematics will increase by 10% based on the NYS Mathematics exam.**

Based on the data from our Progress Report our percentage of students making at least one year of progress was 63%. Our Performance Index in Mathematics for the all student subgroup is 180, but many of our higher achieving students are not making at least one year of progress.

- 4. By June 2010, 85% of our students will develop a body of work demonstrating mastery of writing to meet or surpass State Standards.**

Based on the NYS Writing Standards and the appropriate grade level rubric, 90% of our students will further develop their writing skills and surpass the State Standards for their grade. By making greater connections between reading and writing students will show greater progress on the ELA test.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA – Grades 3, 4 & 5

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Seventy six percent (76%) of students in grades 3, 4, and 5 will achieve a level 3 or above on the New York State ELA exam to show an increase of 5% on levels 3 and 4.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will engage in 90 minutes of reading and writing instruction on a daily basis.</li> <li>• Grades will collaborate and develop Themes of study so content area readings can be integrated in the balanced literacy block.</li> <li>• Special Education teachers trained in Wilson Reading System (WRS) will use this system to provide daily in classroom instruction and AIS support to students at risk.</li> <li>• Additionally, a SETSS teacher will provide daily academic intervention using WRS.</li> <li>• To develop students’ comprehension and vocabulary, teachers will use the “Making Meaning Read-aloud Program” which is designed to provide systematic instruction in ten critical reading strategies.</li> <li>• To prepare for the NYS test, teachers will use the Kaplan Advantage test preparation program.</li> <li>• Mobile computer labs as well as our regular computer labs will be used for instruction and learning in all classes.</li> <li>• Professional development for all teachers will focus on the same high standards to which all students are held. Additionally, teachers in general education classes will be trained in using differentiation to help meet the needs of special education students in the Least Restrictive Environment (LRE).</li> <li>• Students with disabilities will be mainstreamed to provide more opportunities for students to be part of the mainstream of the school and the LRE, ultimately leading to declassification of students who have demonstrated substantial academic progress.</li> <li>• An additional 35 minutes of learning time will be provided during our early morning tutoring program.</li> <li>• An after school program will provide additional support and enrichment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing each day for student engagement in Literacy.</li> <li>• 40 minutes of small group instruction from 8 a.m. until 8:40 a.m. will be provided through the Extended Day Program for all students in grades 2-5 to build and reinforce their skills.</li> <li>• Common grade planning period at least once per week so teachers can engage in collaboration.</li> <li>• Professional Development on conference days, grade conferences and outside workshops will be utilized to enhance teachers' skills.</li> <li>• Parent workshops to provide families with strategies to build and support their children's learning.</li> </ul> <p>Responsible Staff: Administrators, coach, UFT teacher center staff developer, teachers, paraprofessionals, parents  Timeline: September 2009 –June 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair student funding, Tax Levy, Title 1, and Contract for Excellence, Parent Involvement.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity Predictive Assessments – Twice a year, 10% gains  Acuity ITAs – Twice a year, 10% gains  Running records – Ongoing, 90% meeting benchmark levels  Classroom tests – 80% of students making at least 80% mastery  Portfolios – Ongoing, 90% of students at Level 3 and 4 per the Rubric</p>

**Subject/Area (where relevant):** ELA- Grades K-2

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, we will decrease the number of students in grades K-2 who are in the “At Risk” category on the Spring administration of the ECLAS 2 by 10%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• 90 minute Literacy Block with a focus on Guided Reading and Learning Centers</li> <li>• Reduced Class Size</li> <li>• Early Morning Extended Day program - 40 minutes</li> <li>• Use of Sadlier Oxford Vocabulary Workshop</li> <li>• Afterschool Program, 4 hours per week</li> <li>• Wilson Reading</li> <li>• Reading Reform</li> <li>• Raz Kids computer based ELA instruction - Differentiated Instruction</li> <li>• City Year in class tutoring – Great Leaps</li> <li>• City Year will conduct lunch-time clubs that positively utilizes the energy of our young boys.</li> <li>• P.S. 149 will create a Culture Club that will target at risk boys and provide enriching experiences that broaden children’s perspectives and improve socialization through arts, assembly programs and community events.</li> <li>• Football and Softball Afterschool Programs and other sports activities will be used as an outlet for students’ physical energy.</li> <li>• Early morning Road Runners Club</li> <li>• Participation in <i>Cookshop</i> Nutritional Program</li> <li>• Develop an enrichment computer program for boys Grades 2, 3, 4 and 5 using the Dreamweaver program. The students will create a school webpage, a video for our school poem and power point presentations. The focus will be on building communication skills in constructive ways.</li> </ul>

	<ul style="list-style-type: none"> <li>• A part-time social worker will offer guidance and support services to students who are at risk and demonstrate poor emotional and social skills.</li> </ul> <p>Responsible Staff: Administrators, coach, staff developer, teachers, paraprofessionals, City Year corp members, social worker  Timeline: September 2009 –June 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, TL-FSF, Title 1</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>RAI –Twice a year, 10% increase  Running records – Ongoing, 90% meeting benchmark levels  Classroom tests – 80% of students making at least 80% mastery  Portfolios – Ongoing, 90% of students at Level 3 and 4 per the Rubric  SAVE Room referrals – 5% decrease  ECLAS.</p>

**Subject/Area (where relevant):** Math/ All students

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The percent of students making at least one year of progress in Mathematics will increase by 10% based on the NYS Mathematics exam by June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>75 minute block Every Day Math Math Steps Early Morning Math Tutoring After school program</p> <p>Responsible Staff: Administrators, coaches, teachers, paraprofessionals Timeline: September 2009 –June 2010</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding - from Title 1 Funding, Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Acuity Predictive Assessments – Twice a year, 10% gains Acuity ITAs – Twice a year, 10% gains Classroom tests – 80% of students making at least 80% mastery Portfolios – Ongoing, 90% of students at Level 3 and 4 per the Rubric</p>

Subject/Area (where relevant): All Students- Writing

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By June 2010, 85% of our students will develop a body of work demonstrating mastery of writing to meet or surpass State Standards.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Daily writing in all classes.</li> <li>• Students will write in at least four different genres for the year</li> <li>• Use of mentor texts to serve as models for students’ writing</li> <li>• Use of a variety of graphic organizers to assist students with structuring their writing.</li> <li>• Use of <i>Caring Community Program</i> to create buddy system between lower grades and upper grade students will build and enhance students’ oral and writing skills.</li> <li>• Weekly focus on the same grammatical skill from grades 1-5</li> <li>• Word of Week – be used by all students, K-5</li> <li>• School wide use of one vocabulary program to provide continuity in instruction</li> <li>• Debating Club to build students’ skills in writing persuasive essays</li> <li>• Poetry/Spoken Word Clubs to build students oral skills and promote excellence in enunciation and recitation</li> <li>• Students will write for meaningful purposes such as letters to political figures expressing their opinions.</li> <li>• Integration of the Arts in the curriculum will provide students with opportunities to expand their repertoire of skills</li> <li>• Students will create and publish a monthly school newspaper</li> <li>• Use of newspapers in classrooms</li> <li>• Use of technology in classrooms and computer labs to enhance students’ skills</li> <li>• Staff development provided for staff through use of the Writing Traits Program</li> </ul> <p>Responsible Staff: Administrators, coach, staff developer, teachers, paraprofessionals, parents Timeline: September 2009 –June 2010</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding - from Title 1 Funding, Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly bulletin Board displays, monthly portfolio review,  Book publishing  Acuity Predictive Assessments – Twice a year, 10% gains  Acuity ITAs – Twice a year, 10% gains  Running records – Ongoing, 90% meeting benchmark levels  Classroom tests – 80% of students making at least 80% mastery  Portfolios – Ongoing, 90% of students at Level 3 and 4 as per the Rubric</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2009-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	42	30	N/A	N/A	4	0	2	4
1	53	80	N/A	N/A	8	0	4	2
2	113	110	N/A	N/A	9	0	5	5
3	50	50	N/A	N/A	4	0	3	1
4	38	26	92	103	6	0	1	2
5	36	22	18	131	10	0	1	2
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• <b>Foundations/Wilson- small groups during the day.</b></li> <li>• <b>Reading Reform – in class</b></li> <li>• <b>Great Leaps – One on one during the school day.</b></li> <li>• <b>Saturday program for grade 2.</b></li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• <b>Math Steps – in class</b></li> <li>• <b>Early Morning -small groups</b></li> <li>• <b>Saturday Program</b></li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• <b>In class small groups during the day.</b></li> <li>• <b>Early Morning program</b></li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• <b>In class small groups during the day.</b></li> <li>• <b>Early Morning program</b></li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Small group and individualized</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Individualized</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Small group and individualized</b>
<b>At-risk Health-related Services:</b>	<b>Asthma and Diabetic care</b>



**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$956,336	\$71,599	1,027,935
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$9,587		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$720.	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,000		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,579	
6. Enter the anticipated 10% set-aside for Professional Development:	\$26,265		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

1. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: \_\_\_\_\_
2. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 149, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a parent involvement policy to strengthen the link between the school and the community. PS 149’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to actively participate on School Leadership Teams, Parent Associations, and Title I Parent Advisory Councils, as trained volunteers and welcomed members of the school’s community. Educational research shows a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will:

- build a home-school partnership that assists parents in acquiring effective parenting skills;
- provide parents with the information and training needed to effectively become involved in planning and decision making;
- increase their understanding of their right to support their child’s education by being involved in the educational process;
- increase the role of the home in enriching education and improving student achievement; and develop positive attitudes toward the entire school community.

PS 149 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 to improve the academic quality of the school. The findings of the evaluation will be used to design strategies to more effectively meet the needs of parents, and if necessary, to revise the Title I Parent Involvement Program and this policy.

To increase parent involvement, PS 149 will:

- actively involve and engage parents in planning, reviewing and improving the Title I program, including the Parent Involvement Policy of the school;
- engage parents in discussion and decisions regarding the required Title I funds that local education agencies (LEAs) must set aside and distribute directly to schools to promote parent involvement, including family literacy and parenting skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as liaison between the school and communities. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, grade-level curriculum expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability status, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report);
- host the required Annual Meeting 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.
- schedule additional parent 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; and conduct an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.
- Parent Involvement Policy will be distributed to parents during the open school week in November, and in January during the new calendar year.

PS 149 will further encourage school-level parental involvement by:

- holding an annual Parent Curriculum Conference;

- hosting events/activities during Open School Week;
- encouraging meaningful parent participation in the School Leadership Teams and the Parent-Teacher Association; establish a Parent Resource Center or lending library;
- Continue book clubs for parents and students clubs such as Art, Chess and Sports
- encourage more parents to become trained school volunteers through Learning Leaders;
- provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress

## **2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

### **SCHOOL-PARENT COMPACT** **PS 149, The Danny Kaye School**

PS 149 staff and the 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 the 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. The Parent Involvement Policy and Compact will be distributed on Saturday, October 3, 2009 at the Fall Open House and will be distributed again on January 12, 2010.

**School Pledge: We, PS149 staff, will:**

- provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State’s standards by: using academic learning time efficiently; providing a safe, supportive and effective learning environment for students and a welcoming environment for parents/guardians; respecting cultural, racial and ethnic differences; implementing a curriculum aligned to State standards; offering high quality instruction in all content areas; and providing instruction by highly qualified teachers.
- address communication issues between teachers and parents 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;
  - convene an annual meeting (early in the school year) for parents of students participating in the Title I program to inform them of the Title I program and their right to be involved;
  - arrange additional meetings at other flexible times, i.e., morning and evening; and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular school meeting;
  - ensure that 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;
  - involve parents in planning, reviewing, evaluating and improving the Title I programs and the parental involvement policy;
  - provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual and school information; and ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.

Provide parents reasonable access to staff by:

- notifying parents of the procedures to arrange an appointment with their child’s teacher;
- providing for Open School activities that include observations of classroom activities.

Provide support to parents by:

- 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; and supporting parental involvement activities as requested by parents.

**Family/Parent Pledge: We/I agree to carry out the following responsibilities to the best of my ability:**

- Ensure that my child is fully immunized as per state regulations.
- Provide a quiet time and place for homework, and monitor TV viewing.
- Look over homework assignments daily to check for understanding.
- Sign and return all papers that require a parent or guardian’s signature in a timely manner.
- Read to or encourage my child to read every day (20 minutes K-2 and 30 minutes for grades 3-5).
- Ensure that my child arrives at school on time everyday.
- Regularly monitor my child’s progress in school.
- Make every effort to become a member of the PTA and attend a minimum of 5 regularly scheduled meetings.
- Discuss and reinforce the importance of self discipline, appropriate behavior, and good work habits with my child.
- Respect the school, staff, students, and families.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Attend mandatory parent/teacher conferences in November and March. If I cannot attend the above conferences, I will make an appointment to meet with the teacher.

**Student Pledge: I agree to carry out the following responsibilities to the best of my ability:**

- Come to school every day ready to learn and work hard.
- Take home materials and information needed to complete assignments.
- Bring to school necessary materials, completed assignments and homework.
- Complete homework daily, in a thorough, legible, and timely manner.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV viewing.
- Respect the personal rights and property of the staff, classmates, and families, and school property.
- Try to solve disagreements or conflicts peacefully.
- Accept responsibility for my actions and suffer the consequences of negative behavior.

\_\_\_\_\_  
**Parent’s Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student’s Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Teacher’s Signature**

\_\_\_\_\_  
**Date**

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

PS 149 will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards. This need assessment is based on data from the NYS ELA, Social Studies, Science and Mathematics exams, NYC ECLAS2 and DiBELS , NYStart, Acuity Results, and classroom assessments.

See pages 10-12 for the Needs Assessment.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.

See pages 14 - 20

3. Instruction by highly qualified staff.

The teachers at PS 149 that are hired are highly qualified and every effort is made to assign teachers according to their area of license. All have met NYS certification requirements either by: possessing a bachelor's degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

*Public School 149* will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in *PS 149*, by a Professional Development Team, which includes, Principal, Assistant Principals, Literacy/Math Coach, Teacher Center Specialist. The Professional Development Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, inquiry study, readings in professional literature and follow-up classroom technical assistance. All professional development activities will be undertaken to address the specific needs of all staff with intensive focus on targeted staff groups.

In addition, an extensive teacher-mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for *PS 149*. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

- Instructional leadership
- Clinical supervision of instruction
- Writing
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

- Support for parents' understanding of, and participation in instructional initiatives
- Parent literacy development (Basic education, GED and ESL classes, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results P.S. 149 provides extensive professional development as well as ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, on site and through the DOE, our SSO and partnerships. Our coaches and UFT teacher center provide support to the teaching and support staff, and parents. Through the UFT Teacher Center professional development is available to school teams that include Literacy, Mathematics, as well as workshops that focus on ELLs and Students with Disabilities. As part of the CFN network, we are supported with ongoing professional development based on the needs of our staff, including the administrators.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The DOE has assisted schools in the placement of 100% certified staff. The Principal and/or her designee will attend job fairs conducted by Human Resources. Additionally, teachers are recruited centrally through a variety of new initiatives by the DOE.

6. Strategies to increase parental involvement through means such as family literacy services.

*PS 149*, will promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, we have a full-time Parent Coordinator whose sole responsibility is to promote parent engagement and address parents' questions and concerns. Additionally, *PS 149* will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Office of Family Engagement and Advocacy (OFEA) and the District Family Advocate (DFA) will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. OFEA and the DFA will also help coordinate the activities of the Parent Coordinator for *PS 149*.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Activities for Teachers:

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.

- Structure developmentally appropriate classroom practices that promote the Pre-Kindergarten standards
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

#### Activities for School Administrators:

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
- Enable transfer of each child's preschool records to the elementary school (with parental consent).
- Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
- Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
- Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
- Provide information about the PA/PTA, which can serve as a link between the parents and the school.
- Inform parents and families about their rights and responsibilities in the school.
- Provide parent education workshops.
- Organize joint in-service training for preschool and kindergarten teachers.
- Link families and children with health and social services in the community.

Send school newsletters and calendars to preschool parents and families

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers will be engaged in ongoing discussions and decision-making processes with *PS 149* regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Through the use of the ARIS system and ACUTY Periodic Assessments in Literacy and Math, the School Inquiry Team conducts action research on improving student achievement. There will be an expansion of the Inquiry Team to small collaborative groups that review and analyze data and instruction to improve instructional practices. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

PS 149 will use disaggregated State assessments Grades 3-8, ACUITY Periodic and ITA assessments, NYStart, the Early Childhood Language Arts System (ECLAS 2), and multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of the students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services. Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The SSO and the ISC will work with the school to coordinate Federal, State and local programs including Title 1, Part A services to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title 1 SWP.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS      Not Applicable**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

*This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.*

**NCLB/SED Status:** Title 1 Good Standing      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All School Improvement Schools (SINI and SRAP)**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
  - (a) Provide the following information: 2009-10 anticipated Title I allocation = \$\_\_\_; 10% of Title I allocation = \$ 84,870.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Teachers on staff are provided a mentor that is on site to support their professional development and improve our instructional program.

<sup>1</sup> School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2009, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Our assessment indicates that these findings are not relevant to our school. Monthly professional development, grade conferences, observations of instruction and learning, conversations with teachers, and survey of students resources show meaningful engagement of students and highly intensified instruction. Staff is well versed on standards, goals and have high expectations for their students.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The staff at P.S. 149 is highly qualified. We have ample materials and resources for staff and students. Resources such as *Making Meaning*, Vocabulary Workbooks, Pacing Calendars for content area subjects help to enrich our programs.

Reading Reform, Foundations, Wilson, and the extended day school program provide our students with opportunities to develop their skills. ESL teacher articulates with classroom teachers to ensure that the needs of ELL students are met. NYSESLAT materials are provided to all of our ELL students. The use of technology is instrumental in helping to build our students skills. The ELL students are provided push in and pull out services by the ESL teacher to ensure that we meet the required number of hours as mandated by the State.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. P.S. 149 has shown steady growth over the years in the performance of the students in mathematics. Teachers are well versed and efficient in using the Everyday Math program, Math Steps, Math Coach and manipulatives to build and strengthen student achievement.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Over the years students at P.S. 149 have shown tremendous progress and growth in Mathematics.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program. We found that much of this finding is not relevant to our school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   x Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program? At P.S. 149 the staff uses a variety of strategies to build student learning. Cooperative learning, Think/Pair/Share, Technology, class trips are some of our successful strategies. A strong focus on balanced literacy, literacy circles, inter-grade buddy partnerships,

Bringing Books to Life, library research, and an integration of the Arts curriculum in the classroom provides for a wide range of teaching strategies.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

No.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

We have determined that a one day visit to a school might have overlooked all the variety of activities that are used to build students’ skills in mathematics. At PS 149 we certainly engage in a wide range of activities that are not easily observed unless monitors spend at least one week at the School.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable     Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

Cooperative learning, Learning Centers, Field trips, mathematical board games, chess, music, dance, visual arts and extracurricular activities are used to keep students actively and meaningfully engaged.

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
This is not relevant to our School. 98% of our staff is highly qualified. Staff only leaves PS 149 if they are retiring, relocating out of state or if they are from the Teach for America Program. Our staff is very stable and seldom leaves.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?  
The data speaks for itself. A review of the annual BEDS survey and our SDAS (School Demographics and Accountability Snapshot) show our stability as a staff.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.  
Workshop opportunities are regularly published but teachers do not seem to take advantage of opportunities to attend these sessions.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our UFT Teacher Center staff developer and our UFT chapter chairperson routinely provide all staff with workshop opportunities. Portaportal also provides opportunities for professional development. Teachers are alerted to professional development opportunities through The UFT.Org, Teachers Weekly, Principals Weekly, the Office of OELL, and postings on the school's bulletin board.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Throughout the year, teachers will be strongly encouraged to take advantage of these opportunities.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Our Quality Review, Professional Development, and Grade Conferences, Formal and Informal observations, conversations with teachers and students indicate that our school community is deeply involved in making effective use of all the data to inform teaching and learning. Through on-going monitoring of data we are able to determine programs, resources, and support needed to build our students' progress. We are a school in good standing owing to our meaningful use of data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At Public School 149 student data is constantly analyzed to determine the progress of our ELL students. We are always reviewing our students' progress throughout the year by the use of teacher made assessments, student performance in the classroom, running records, ECLAS 2, NYSESLAT, ELA and Math practice tests, RAZ-KIDS, Progress Reports, and informal assessments. The use of the data provided by our Inquiry Team study shows that data is an integral part of our school.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. P.S. 149 was on a SINI list owing to poor performance by our special education students. Over the past four years a strong focus on special education, the Professional Development of all our staff, collaboration with School Based Support Team, and the use of an IEP teacher have ensured that our staff is well educated about the needs of our special education students. Owing to these efforts P.S. 149 was able to attain the status of good standing since our special education students have been making steady progress over the past two years.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We are now a school in good standing owing to the consistent performance of special education population, in addition to the exemplary performance of our regular education students.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

At P.S. 149 we have reviewed our IEPs, held discussions with SBST, our IEP teacher, and members of staff. Our findings indicate our all pertinent members of staff do write both academic and behavioral goals and objectives for all of our students with IEPs.

Applicable   X  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

A review of all our IEPs shows that this finding does not apply to us. Our IEP teacher communicates effectively with all teachers who have students with IEPs and works with them to ensure that all aspects of this finding are met.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*All schools that receive C4E funding in FY'09 must complete this appendix.*

**Directions:** Schools will be asked to complete this appendix via a web-based survey. The web-based survey will prompt your school to respond to each applicable question in this appendix to indicate your school's planned uses for 2009-09 C4E funding to support one or more of the listed C4E program strategies. The worksheet below can be used as a tool for advance planning of your responses.

**I. Class Size Reduction**

Schools can reduce class size by one or both of the following two strategies:

- Creation of additional classrooms
- Reducing teacher-student ratio through team teaching strategies

For more information on class size reduction strategies and resources, please consult the *2009-09 Class Size Reduction Guidance Memo*, which is forthcoming in Principals' Weekly.

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes (If yes, respond to questions in Parts A and B of this section.)  
 No (If no, proceed to Section II – Time on Task)

A. Does your school plan to allocate FY09 funding to reduce class size **via the creation of additional classrooms**?

- Yes  
 No

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-09? How many new classrooms/class sections will be created for school year 2009-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Average Class Size 2007-08	# New Classrooms/ Class Sections	Projected Average Class Size 2009-09

B. Does your school plan to allocate FY09 funding to reduce class size **by reducing teacher-student ratios in existing classrooms** (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes  
 No

*Note on Reducing Teacher-Student Ratio through Team-Teaching Strategies:*

Some schools may not have sufficient space to reduce class size through the creation of additional classrooms. In such cases, schools may elect instead to reduce teacher-student ratios using team teaching strategies. **C4E funds may only be used for true co-teaching models and not for push-in teaching.**

If yes, what grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2009-09? How many existing classrooms will be targeted for school year 2009-09? (Please add additional lines to chart as necessary.)

Grade	Subject	Special Population	Teacher-Student Ratio 2008-09	# Classes Targeted	Projected Teacher-Student Ratio 2009-10

**II. Time on Task**

Schools can increase student time on task via implementation of one or more of the following strategies:

- A. Lengthened school day
- B. Lengthened school year
- C. Dedicated instructional time
- D. Individualized tutoring

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No (If no, proceed to Section III – Teacher and Principal Quality Initiatives)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-09, and include a brief description of the program that will be implemented.

- A. Lengthened school day** (beyond the contractual 37½ minutes)

Program Description:

Is the program described above (lengthened school day) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

Details of Program Expansion:

- B. Lengthened school year** (e.g., summer programs)

Program Description:

Is the program described above (lengthened school year) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09 (e.g., additional summer program offerings, increase in the number of students served, etc.).

Details of Program Expansion:  
We are using our funding to expand our Intervention program. One of our Wilson Reading Systems teachers is now fully trained as a facilitator. She is now helping to provide additional support to our other seven trained Wilson instructors.

- C. Dedicated instructional time** (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)

Program Description:

Our Wilson instructors are using this phonemic based program to provide instruction to our students in grades K -5 to build their reading skills.

Is the program described above (dedicated instructional time) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

**D. Individualized tutoring** (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)

Program Description:

Is the program described above (individualized tutoring) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

### III. Teacher and Principal Quality Initiatives

Schools can undertake activities to provide staff development opportunities via implementation of one or more of the following strategies:

- A. Programs to recruit/retain Highly Qualified Teachers (HQT)
- B. Professional mentoring for beginning teachers and principals
- C. Instructional coaches for teachers
- D. School leadership coaches for principals

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No (If no, proceed to Section IV – Middle & High School Restructuring)

If yes, please check the box next to each applicable program option that your school plans to fund for new or expanded implementation in school year 2009-09, and include a brief description of the program that will be implemented.

- A. Strategy/program to recruit or retain Highly Qualified Teachers (HQT)** (e.g., Lead Teacher program)

Program Description:

Is the program described above (to recruit or retain HQT) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

**B. Professional mentoring for beginning teachers and/or principals** (consistent with SED mentor-teacher certification requirements, and limited to 1<sup>st</sup> and 2<sup>nd</sup> years of teacher/principal assignment)

Program Description:

All of our first year teachers are being mentored for the full year by an experienced member of staff. We currently have three new teachers who are being mentored.

Is the program described above (professional mentoring for beginning teachers and/or principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

**C. Instructional coaches for teachers** (appropriately certified coaches or highly qualified teachers to provide support in content areas needed to attain learning standards)

Program Description:

Is the program described above (instructional coaches for teachers) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation  
 Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

**D. Instructional coaches for principals** (appropriately certified school leadership coaches, with record of demonstrated success, to provide instructional leadership development across all curriculum areas)

Program Description:

Is the program described above (instructional coach for the principal) a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program expansion

If this is **an expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09.

Details of Program Expansion:

**IV. Middle and High School Restructuring**

- A. Implement Instructional Changes
- B. Structural Changes to Organization (must also include instructional changes)

For schools with middle or high school grades only:

Does your school plan to allocate FY09 funding to implement instructional changes to improve student achievement and/or structural changes to the school's organization (e.g., Smaller Learning Communities; ninth grade academies; CTT classes; dual language programs; teaming; Academic Intervention Services; accelerated learning, including AP courses; etc.)?

- Yes
- No (If no, proceed to Section V – Full-Day Pre-Kindergarten Programs)

If yes, please provide a brief description of the instructional changes and/or structural/organizational changes that will be implemented. Please also indicate whether the instructional and/or structural changes are being newly implemented for school year 2009-09, or whether the changes are the expansion or modification of a current strategy.

Program Description:

**V. Full-Day Pre-Kindergarten Programs**

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No (If no, proceed to Section VI. Model Program for ELLs)

If yes, is this a first-time implementation of the pre-kindergarten program in your school, or an expansion of an existing pre-kindergarten program?

- New implementation
- Program expansion

If this is an **expansion of an existing program**, please indicate how the program/strategy will be expanded for school year 2009-09 (e.g., adding pre-kindergarten classes to an existing full-day program, expanding the integration of students with disabilities into existing pre-kindergarten program).

Details of Program Expansion:

**VI. Model Programs for Students with Limited English Proficiency (English Language Learners)**

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes  
 No

If yes, please provide a brief description of the model program for ELLs that will be implemented. Please also indicate whether the program is being newly implemented for school year 2009-09, or whether it is the expansion or modification of a current strategy.

Program Description:

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

**Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

**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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

**Part A: FOR TITLE I SCHOOLS**

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

**At this time we have 26 children in temporary shelters.**

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

Students are welcomed in the morning by the family assistant and are provided a breakfast. Late comers are served if they indicate that they have not eaten.

We have established a committee consisting of family assistant, school aide, parent coordinator, guidance counselor, and the assistant principal. The committee meets monthly regarding these students and their social-emotional adjustment and academic progress. P.S. 149 collaborates with several social agencies to ensure that the needs of these students are met. The guidance counselor, parent coordinator, and pupil personnel secretary work closely with parents as they register and come to the school for additional support. Regular outreach is conducted. Open lines of communication are maintained with classroom teachers to ensure that the children being carefully monitored in a safe environment and that they are making good progress. At all times the school ensures that the children are properly clothed by providing them with gloves. School Spirit t-shirts are provided so that children can join in school wide activities such as field day and Spirit week. Book bags and other school supplies are also provided. The school also pays for students to go on class trips and other school functions. At the end of the year we have an annual State Park BBQ celebration with the students and their families.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.
- 4.