



**PUBLIC SCHOOL 149
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

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

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	Error! Bookmark not defined.
SECTION IV: NEEDS ASSESSMENT	7
SECTION V: ANNUAL SCHOOL GOALS	10
SECTION VI: ACTION PLAN	11
REQUIRED APPENDICES TO THE CEP FOR 2010-2011	Error! Bookmark not defined.
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	Error! Bookmark not defined.
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	26
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	50
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	Error! Bookmark not defined.
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)	Error! Bookmark not defined.
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)	Error!
Bookmark not defined.	
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	Error!
Bookmark not defined.	
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11	Error!
Bookmark not defined.	

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 408

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>ELIZABETH MELI</u>
PRINCIPAL	<u>ENID M. SILVERA</u>
UFT CHAPTER LEADER	<u>JUDITH HUGGINS</u>
PARENTS' ASSOCIATION PRESIDENT	<u>TONYA FLEMING</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Ms. Rose Marie Mills</u>

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	
MAUREEN MCCOVEY	Parent	
PEARL LITTLE	Parent	
NATALIE McNICHOLS	Parent	
MARY JORDAN	Parent	
YVONNE BANKS	Teacher	
KATHERINE HODE	Teacher	
ELIZABETH MELI	Teacher/ Chairperson	

* 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.

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.

During the 2009-2010 school year, working in collaboration with its arts partners and art consultants, PS 149 students developed and produced the spectacular, “*PS 149 Goes To Broadway*” performance which received excellent reviews from a standing room only audience. All strands of the arts came together for this grand culminating event. The magnificent backdrop for the show was also created by our students under the direction of our talented art teacher.

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*.

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 *Parenting Journey*, Literacy, Math and English as a Second Language. Cooking Classes, Arts and Crafts Circle, and Book Club have been some of our ongoing programs. Families are always very enthusiastic about our Build-A-Bear workshops in which mothers, fathers, grandfathers, grandmothers, aunts and uncles work side by side with their children to listen to read alouds and build their own bears which they took home to cuddle. Our Mother/Daughter Tea Party was an elegant affair with our ladies dressed in their hats, gloves and gowns sipping teas from around the world. Not to be outdone, our *Boys To Men* brought out fathers, brothers, uncles, male mentors and friends to a gathering of conversation, games and shared interests.

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 and Groundwork. 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. The School and these two Agencies collaborated to provide workshops and 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.

A rich three-year partnership with our PENCIL Partner, Time Warner, has been successful in expanding our children's minds and in exposing them to a wide range of career opportunities as speakers from various career fields and experiences shared their history with our students through monthly visits.

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?
-

Trends:

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

- In 2008, 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 2009 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 2009..
- 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 2009 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 indicate that most of the students sent to the SAVE room are male students. This raises concerns.

Accomplishments

- Public School 149 is now a school in good standing as indicated by the State.
- During the 2009-2010 schoolyear, PS 149 acquired two grants to support out work. Our *Learning Technology Grant* is a three-year initiative whereby our School and our private school partner, New Grace Academy, will engage our students and community in projects that focus on the preservation and protection of our environment. A *Fitting It All Together* Grant seeks to educate our students on staying in shape, being healthy and making right choices about food.
- 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 four 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. Best Buy is an organization that supports 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. A school wide retreat this past May provided our staff with a purposeful opportunity to reflect on our progress as a school. Working in teams throughout the rest of the year, teachers collaborated and developed our very first draft of curriculum maps which will be utilized during 2010-2011 as tools to further enhance teaching and learning.
- Teachers and programs are well resourced with materials.
- Teachers are well supported by our Literacy Coach and 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.
- Chronic absenteeism and children coming to school late in spite of incentives offer challenges.
- 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 2010-11 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

- 1. By June 2011, fifty percent (50%) 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 12% on levels 3 and 4 as compared with 2010's performance of 38.7%.**

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 2011, 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 2011, the percent of students performing on levels 3 and 4 on the NYS Math Test will increase from 49.4% to 60% to show an increase of 10.6%**

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 2011, student attendance rate will increase from 89% in 2010 to 92% in 2011 showing an increase of 3%.**

We will continue to work with our students and families in helping them to understand the significance of being present in school everyday and in being prompt.

- 5. By June 2011, all students in PS 149 will participate in at least one six week cycle in one of the following art disciplines: dance, music, theatre and visual arts.**

- 6. By June 2011, there will be a 5% increase in the proficiency gains of special needs students from 55% to 60% on NYS 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 2010-11 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, fifty percent (50%) 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 12% on levels 3 and 4 as compared with 2010’s performance of 38.7%.</p>
<p>Action Plan 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"> • Teachers will engage in 90 minutes of uninterrupted reading and writing instruction on a daily basis. • Teachers will utilize Curriculum Maps and Core standards to add greater focus to their planning and teaching thereby deepening student learning. • Grades will collaborate and develop Themes of study so content area readings can be integrated in the balanced literacy block. • 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. • Additionally, a SETSS teacher will provide daily academic intervention using WRS. • 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. • To prepare for the NYS test, teachers will use the Kaplan Advantage test preparation program. • Reduced Class size to provide for more individualization of instruction. • Mobile computer labs as well as our regular computer labs will be used for instruction and learning in all classes. • 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).

- Students with disabilities will be mainstreamed to provide more opportunities for them to be part of the mainstream of the school and the LRE, ultimately leading to declassification of students who have demonstrated substantial academic progress.
- Daily writing in all classes.
- Students will write in at least four different genres for the year
- Use of mentor texts to serve as models for students' writing
- Use of a variety of graphic organizers to assist students with structuring their writing.
- An additional 37.5 minutes of learning time will be provided during our early morning tutoring program.
- An after school program will provide additional support and enrichment.
- Writing each day for student engagement in Literacy.
- 37.5 minutes of small group instruction from 8:02 ½ 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.
- School wide use of one vocabulary program to provide continuity in instruction
- Debating Club to build students' skills in writing persuasive essays
- Poetry/Spoken Word Clubs to build students oral skills and promote excellence in enunciation and recitation
- Students will write for meaningful purposes such as letters to political figures expressing their opinions.
- Integration of the Arts in the curriculum will provide students with opportunities to expand their repertoire of skills
- Students will create and publish a monthly school newspaper
- Use of newspapers in classrooms
- Use of technology in classrooms and computer labs to enhance students' skills
- Staff development provided for staff through use of the Writing Traits Program
- Common grade planning period at least once per week so teachers can engage in collaboration.
- Professional Development on conference days, grade conferences and outside workshops will be utilized to enhance teachers' skills.
- Parent workshops to provide families with strategies to build and support their children's learning.
- Going Green Grant will provide the students with Science Literature and writing

Subject/Area (where relevant):	ELA- Grades K-2 opportunities. Responsible Staff: Administrators, coach, UFT teacher center staff developer, teachers, paraprofessionals, parents
Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	Timeline: September 2010 – June 2011 By June 2011, we will decrease from 60 students in grades K-2 who are in the “At Risk” category on the Spring administration of the ECLAS 2 to 50 students, thereby going from 25% to 20% of students “at risk” and are reading below grade level.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<ul style="list-style-type: none"> • 90 minute Literacy Block with a focus on Guided Reading and Learning Centers • Reduced Class Size • Early Morning Extended Day program - 37.5 minutes for grade 2 students • Use of Sadlier Oxford Vocabulary Workbook • Afterschool Program, 4 hours per week • Acuity Predictive Assessments – Twice a year, 10% gains • Acuity IIAs – Twice a year, 10% gains • Running records – Ongoing, 90% meeting benchmark levels • Reading Reform • Classroom tests – 80% of students making at least 80% mastery • Portfolios – Ongoing, 90% of students at Level 3 and 4 per the Rubric • Kids of a similar technology-based program. Students will engage in reading practice tailored to meet their individual needs so they can hone their skills. • Monthly bulletin Board displays, monthly portfolio review, Book publishing • City Year will conduct lunch-time clubs that positively utilizes the energy of our young boys. • 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. • Football and Softball Afterschool Programs and other sports activities will be used as an outlet for students’ physical energy. • Working closely with our CBO’s, students will engage in sports activities to build team sportsmanship and to positively channel their physical activity. • Trained teachers will participate in the in-class fitness program Move to Improve • Participation in <i>Cookshop</i> Nutritional Program and Think Breakfast! Program • Groundwork will offer guidance and support for targeted students. • Some teachers will pilot the Wordly Wise program with selected students.

	<p>Responsible Staff: Administrators, coach, staff developer, teachers, paraprofessionals, City Year Corp members, social worker</p> <p>Timeline: September 2010 –June 2011</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy, TL-FSF, Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Terra Nova assessment- grade 2 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percent of students performing on levels 3 and 4 on the NYS Math Test will increase from 49.4% to 60% to show an increase of 10.6%</p>
<p>Action Plan 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"> • 75 minute block • Every Day Math • Math Steps • Early Morning Math Tutoring • After school program • Create additional benchmark and unit assessments based on the NYS Math standards. • Greater use of math manipulatives • Greater use of technology to reinforce and enhance students’ skills • Through our collaboration with our CBO –The Brooklyn Community Service – College students from NYU/PolyPrep University will provide students from PS 149 with additional support and intervention services in mathematics and the sciences. • Use of Everyday Math program more efficiently • Selected classes will pilot Math Connects Program • Students will engage in daily math drills to increase their number sense • Students will develop greater math vocabulary through daily practice and reinforcement • Going Green Technology Grant will provide supplemental activities such as conducting surveys and graphing data. <p>Responsible Staff: Administrators, coaches, teachers, paraprofessionals Timeline: September 2010 –June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding - from Title 1 Funding, Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment <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 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 - Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, student attendance rate will increase from 89% in 2010 to 92% in 2011 showing an increase of 3%.</p>
<p>Action Plan 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"> ● The services of all school personnel including the guidance counselor, Child Study Team, Parent Coordinator and family assistants will be intensely utilized to communicate with parents and to stress the importance of attendance. ● Use of call/messenger service to alert parents of children’s absences ● Home visits/ community outreach – Guidance Counselor and Family Assistants ● AT PTA- recognize parents and families with good and improving attendance ● Through ARIS identify students with chronic absenteeism and monitor them on daily basis by starting the day with community meeting in a Breakfast Club. ● Use of City Year Corp members to contact parents daily and mentor students with chronic absent/late records ● Weekly incentives/awards to build esteem and attendance of focus group ● Bulletin Board dedicated to monitoring attendance of focus group ● Parent meetings ● The Use of City Year Corp members to greet and direct students on the staircases in the morning. ● Other ideas being explored to promote student attendance include: <ul style="list-style-type: none"> Door buster Fridays T-shirts designs Friday breakfast specials

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>AIDP Funds, Title 1, FSF, Kitchen Staff, Teachers, Administrations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Generate ATS - Daily/weekly/monthly review of attendance – individuals, classes/grades and Schoolwide.</p>

Subject/Area (where relevant): All Students –The Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in PS 149 will participate for at least one six week cycle in one of the following art disciplines: dance, music, theatre and visual arts.</p>
<p>Action Plan 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"> • Beyond the minimum mandates, each grade will receive further intensive instruction in one of the art strand: grade 1 -music, grade 2- dance, grade 3-visual art, grade 4-theatre; grade 5- dance. • Project Arts coordinator will work closely with principal, art consultants and school based art instructor to create a more cohesive ART Program. • All art activities will culminate in a grand finale in June of each year. • Art Club and Steel band Club will further be used to enhance our students’ skills. • Glee Club
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title 1, FSF, Project Arts Empire State Grant</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Assessment of each cycle, teacher involvement, feedback forms from staff and students</p>

Subject/Area (where relevant): Special Needs Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in the proficiency gains of special needs students from 55% to 60% on NYS ELA Test.</p>
<p>Action Plan 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"> • Teachers will engage in 90 minutes of reading and writing instruction on a daily basis. • Special Education teachers already trained in Wilson Reading System (WRS) will continue to use this system to provide daily in-classroom instruction. • A SETSS teacher will provide daily academic intervention using WRS. • To develop students’ comprehension and vocabulary, teachers will use the “Making Meaning Read-aloud Program” that is designed to provide systematic instruction in ten critical reading strategies. • To prepare for the NYS ELA Test, teachers will use the Kaplan Advantage test preparation program. • A mobile computer lab will be routinely utilized in the special education classes. The use of technology will facilitate the differentiation of instruction. • Professional development for special education 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. • The SETTS teacher will also support the students through pullout/push-in services. • Computer Clusters and classroom teachers will use the RAZ program to tailor reading materials for individual students and to provide students with independent reading books and assessments. • 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. • Additional learning time will be provided during our early morning tutoring program and also through an after-school program. • Using the <i>Wordly Wise Vocabulary</i> Program, our CityYear Americorp Team will provide one on one instruction to students in our Special Education classes to build their

	<p>sight word, phonics and vocabulary skills.</p> <ul style="list-style-type: none"> • A Lunch and Learn “Vocabulary Matters” program will also be implemented to help build the students vocabulary so they will learn to understand and will use a much richer vocabulary than they currently have. • Non-fiction materials (including <i>Time For Kids</i> news magazine) will be used intensively to work with students. Studies have shown that struggling learners are more interested in factual, non-fiction readings. We will use this elevated interest to build our students’ literacy skills. • Teachers will also use this program to provide one on one daily tutoring to students. • Constantly analyze the data in ARIS and Acuity to set targets and to determine student progress especially for students performing at the lowest one third of our population. • Analyze data on student performance in particular skills to determine further skills and practices that need to be developed. • Monthly meetings with all grade leaders will further develop their skills and practices so they can further enlighten and collaborate with their colleagues. • Parents will be further engaged in programs, strategies and activities to support their children’s learning through workshops and individual conferences.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Tax Levy, Title 1, SETTS and</p> <ul style="list-style-type: none"> ▪ Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Predictive Assessments, Acuity, Interim Assessments, running records, classwork, teacher-made tests, monthly assessments, portfolios, RAZ Kids assessments, and NYS ELA test results are some of the objective evidence that will be used to monitor and assess progress in achieving this goal.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • Foundations/Wilson- small groups during the day. • Reading Reform – in class • Great Leaps – One on one during the school day. • Afterschool program for grade 2.
Mathematics:	<ul style="list-style-type: none"> • Every Day Math • Math Steps – in class • Early Morning Extended Day -small groups • Afterschool Program
Science:	<ul style="list-style-type: none"> • In class small groups during the day. • Early Morning program
Social Studies:	<ul style="list-style-type: none"> • In class small groups during the day. • Early Morning program
At-risk Services Provided by the Guidance Counselor:	Small group and individualized
At-risk Services Provided by the School Psychologist:	Individualized
At-risk Services Provided by the Social Worker:	Small group and individualized
At-risk Health-related Services:	Asthma and Diabetic care

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$916, 719.00	\$2, 594.00	\$919, 313.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 9, 167.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$45, 835.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

1. 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 2010-11 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 Tuesday, November 9, 2010 at the Fall Open House and will be distributed again on January 12, 2011.

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

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o 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.

P.S.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 ACUITY 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 CFN Network 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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.
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.

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

APPENDIX 7: 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.)

There are 24 students in Temporary Housing at this time.

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 and other clothing as needed. 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 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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 149 Danny Kaye					
District:	19	DBN:	19K149	School		331900010149

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	67	72	70		89.3	90.1	89.4
Kindergarten	125	120	121				
Grade 1	125	131	113				
Grade 2	127	122	122				
Grade 3	110	121	126				
Grade 4	101	119	127				
Grade 5	143	95	107				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	4	1	2				
Total	802	781	788				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	89.7	88.2	87.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	95.9	96.9	99.4

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	14	53	51

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	2	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	40	37	53	Principal Suspensions	1	8	23
# in Collaborative Team Teaching (CTT) Classes	15	16	18	Superintendent Suspensions	8	11	10
Number all others	25	21	28				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	27	27	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	38	37	TBD	Number of Teachers	64	65	60
# ELLs with IEPs	0	6	TBD	Number of Administrators and Other Professionals	12	13	6

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.3
				% more than 2 years teaching in this school	81.3	83.1	86.7
				% more than 5 years teaching anywhere	68.8	67.7	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	86.0	86.7
American Indian or Alaska Native	0.7	0.5	0.3	% core classes taught by "highly qualified" teachers	98.6	98.7	98.8
Black or African American	67.3	67.2	68.1				
Hispanic or Latino	29.9	30.9	29.3				
Asian or Native Hawaiian/Other Pacific	1.1	1.0	1.1				
White	0.9	0.4	0.8				
Male	48.8	47.4	48.6				
Female	51.2	52.6	51.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	32.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

LAP NARRATIVE

P.S. 149K – The Danny Kaye School, is located in the East New York section of Brooklyn. We serve a population of 800 students mainly of African-American and Latino heritage, in grades Pre-Kindergarten through grade five. Our diverse community is comprised of African-American, Caribbean, Latino, Middle-Eastern, Asian, and African cultures. Most recent immigrants are from the Dominican Republic, Mexico, Jamaica and Guyana, representing 5.5% of our population. Although our records show a mobility rate of about 15.1%, this is due mainly to 2.7% of our population who reside in temporary housing and many in foster care.

The ethnicity breakdown for our population is 64.2% Black, 32.9% Hispanic, 1.7% White, and 1.2% Asian and others. The majority of our students are from low-income families, with 95.9% eligible for Title 1 services. 2.7% of our students receive Special Needs services in self-contained classrooms, 2.6% receive Special Education Teacher Support Services (SETSS), and 4.2% receive related special needs services such as Speech and Language and Counseling. 9.1% of our students are English Language Learners with Spanish being the dominant language.

Parent Program Choice

The ELL teacher is a member of the Registration Team of our school. She helps to develop parents’ awareness of program choices. Our Parent Coordinator assists in explaining programs to parent. A bilingual member of the staff is also called upon to assist with translation. Ongoing parent orientation sessions are provided for parents of all new entrants. Parents are given a choice of different programs in the City. We offer dual language to parents but the numbers are not sufficient to warrant a dual language program.

Program Selection

New immigrant families often seem to select bilingual programs.

Families, where the children were born in the U.S. seem to select ESL services. Our recent figures show the following Parent Choices:

TBE# 17

ESL# 23

The programs at our School are aligned with parents’ requests. Thus our school offers bilingual classes and ESL services.

Assessment Analysis

The data across the grades indicate what all TBE/ELL students across the grades consistently excel in speaking/listening English assessment with in a two year period. The students’ oral and aural skills show they are in Intermediate to Advance categories of performance on Listening/Speaking assessments.

On writing/reading strands the data does not reflect as much progress for the students. It takes at least 4-5 years for the students to attain proficiency on these strands.

Data Patterns and Instructional Decisions

The patterns across the four modalities indicate that our progress and resources for meeting listening/speaking goals are on target. Continued emphasis must be placed on the use of read alouds and shared readings. Listening Centers and use of computers and other technology to meet the needs of students.

We will focus on intensifying the work to support student learning in Reading and Writing. Strategies and programs to promote student achievement involve the use of programs that are interactive, multi-sensory and promote literacy. They include:

- Phonemic Instruction
- Writer's Workshop – writing daily
- Differentiation of instruction – small group and individualized instruction
- Early Morning Tutoring, Monday-Thursday
- Saturday Academy
- Afterschool Program
- Use of LEAP Frog
- Use of technology
- Earobics
- ELLIS Program
- Living Books (Books on computer)

Patterns on Standardized Tests

At our school only a small number of our students who are ELL take the standardized tests. Although this is a small number we do not want any child to be left behind.

The data indicates that students who take the ELA are making good progress. This means that we are on the right track as we add more rigor to our work. In Math our ELL population has been making steady growth with the results showing that 68.8% of students in grade 3 scored on level 3 & 4; in grade 4 93.3% and on grade 5 -25%- this being a very small population. We are very proud of our students' achievement in Math we attribute this success to additional instructional services that were provided for those students taking the test in English. At times they were also mainstreamed in to monolingual classes to receive instruction.

Using the results of the Interim Assessments

ELL Interim Assessments are being used to move instruction and learning. Students are grouped for instruction based on assessed needs. Lessons are planned to meet the individual needs of students. Using the workshop model to conduct lessons provide for modeling, mini lesson, small group and individualized instruction that build learning. Teachers and students using an interactive model, share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.

Implications for LAP & Instruction

The implications for LAP and instruction are that we must strengthen our focus on academic rigor and amplification of services. These will be accomplished through:

- Constant use of assessment and analysis of data to evaluate teaching and learning.
- Professional Development for staff
- Implementation of an ESL prototype for the delivery of instruction
- Promote accountable talk, cooperative learning, read aloud and listening skills.
- Emphasize use of Skill of the Week strategies.
- Use of Four Square and writing process strategies to develop students' writing skills.
- Trips and hands on experiences to build prior knowledge.
- Variety of writing tasks focused on different genres. Encourage students to use a wide range of writing – recipes, journals, diaries, newspaper articles
- Portfolios
- QTEL – Quality teaching for ELL – bridging, scaffolding, etc.,
- CALLA – Cognitive Academic Language Learning Approach
- SIOP (Sheltered Instruction Observation Protocol)

All of these strategies will help to build and promote student achievement.

Native Language Instruction

Native Language is used to teach students content area subjects such as Math, Social Studies and Science. Instruction in the Native Language is used to build social skills among the students and to promote better communication with families. Native Language is used as a support and to develop basic skills the students can later transfer to the second language.

Plan for SIFE Students

As students are admitted to the school, the ELL teacher on our Registration Team has a conversation with the parents to gain a full understanding of the children's needs. The Family Assistant/Attendance Teacher makes home visits and phone calls to keep in touch with families to ensure that students come to school everyday. SIFE students receive tutorial services during the day. The use of computer programs, vocabulary enrichment, listening centers and the frequent use of manipulatives help to strengthen their skills during daily instruction. Students are provided at risk counseling support through the Guidance Counselor. Students are enrolled in all extended day programs including Afterschool & Saturday Academy and Early morning tutoring.

Newcomers

Students who are new to schools in the U.S. are provided with ESL/Bilingual services as mandated by CR Part 154 for 360 minutes of instruction in ESL strategies for beginners and intermediate students. Students are immersed in language and print rich environments. Additional extension day programs such as Afterschool and Saturday Academy Programs provide enrichment and hands on experiences. The use of Earobics and ELLIS program, a highly motivational technology based ESL program, help to reinforce learning.

A Saturday Academy ESL program is conducted with parents who need assistance in learning the English language. Open lines of communication are maintained with parents through workshops. Letters sent to parents are translated into native language.

Ongoing analysis of data is used to track students' progress.

Students receive enrichment through activities and Lunchtime Clubs such as Art, Sports, Dance and Newspaper Club.

AIS pullout/push in programs offers additional instruction and support.

City Year volunteers in classrooms help to provide individualized instruction to students. Computer Centers in classrooms and the use of Listening Centers support

and reinforce new concepts and strategies.

Long-Term ELLs

Long-term ELLs are provided with opportunities to be immersed in their native and English languages. Some are provided with “at-risk” services where they are provided with one to one or small group instruction in early morning or afterschool programs. A “Lunch with the Teacher” intervention program provides additional reinforcement or enrichment experiences to build skills. Additional support is provided through the SETTS program. These students participate in Saturday Academy, the Afterschool Program and Early Morning Tutoring three days per week. In all of these programs they receive more individualized attention tailored to meet their needs.

ELLs may have an IEP based on their needs as determined by specific testing. Others may have a Personal Intervention Plan(PIP). These students receive more intensive individualized instruction. Native language literature based classroom libraries, dictionaries and other supplementary materials are used to promote their progress. Content areas such as Science, Social Studies and Mathematics are taught in their native language. Some students with IEP are mainstreamed into regular education classes according to their areas of strength.

Transitional Support for Proficient Students

Students who reach proficiency level on NYSELAT receive an additional year of services from the ESL teacher to help to transition them into a monolingual class. In this way they are prepared socially emotionally as well academically to fully function in a monolingual class. Thus they are not traumatized by any changes. Students are also mainstreamed for the Afterschool and Saturday Programs. They also participate in ongoing conversations with the ESL teacher about their programs. By the second year they are ready to actively and fully participate in a monolingual class. They meet from time to time with the ESL teacher for continued encouragement and support.

Delivery of Mandated Hours of Instruction

All bilingual and ESL teachers are certified. They have been fully training in applying ESL methodology. In early September the students for ELL services are identified. New admissions are added as they enroll. Working in close collaboration with classroom teachers, programming and scheduling are set up to best meet the needs of students as mandated. The ELL and Bilingual staff are knowledgeable about the mandates and requirements for the students. Supervisors conduct observations and monitoring of classes help to ensure that all requirements are met.

ELA instruction is provided through Balanced Literacy using the workshop model of read aloud, shared reading, guided reading and independent reading. One period a day of Native Language instruction following the Balanced Literacy model helps to build background knowledge and provide students with ESL strategies.

Materials in native language and English are used in classrooms. Students receive instruction in Native Language at least one period per day. Core material such as those being used by students in regular education classes are also used in the ELL and bilingual classrooms for Math, Reading and Social Studies. In addition, trade books covering a wide range of skills, concepts and strategies are used in the classrooms. Highly motivating leveled classroom libraries are in place. Big books, picture books and books on tape are all use these classrooms. Print rich classrooms, technological programs and resources also support learning. All bilingual and ESL classrooms use the ELLIS and LEAP FROG programs.

Delivery of Explicit ESL Services

Students in bilingual and monolingual classes who are mandated to receive ESL instruction participate in a pullout ESL program. They receive direct instruction from the ESL teacher according to the CR Part 154 instructional requirements.

All bilingual teachers are trained in ESL methodology. During guided reading periods the ESL teacher pushes into the bilingual classes. The ESL works with a group that enables some of students needing ESL services.

Students by ESL Teacher Push-In/Pull-Out

The ESL teacher pushes into bilingual classes for forty-five minutes each day during guided reading when students are grouped for specific instruction on reading skills and strategies. During this time the students are according to their grouped skills for a variety of purposes and while the ESL teacher works with a specific group of students, the classroom teacher works with another group.

Students are pulled out for services by the ESL teacher to meet the CR Part 154 requirements. Thus beginning and intermediate proficient students receive 360 minutes of ESL instruction per week. Advanced students are pulled out for 180 minutes.

Professional Development Plan for all Personnel ELLS

High quality professional development is provided for all teachers and other staff members. As an Extended Day School (ETS) professional development sessions are conducted with all staff twice per week on Mondays and Tuesday mornings for forty minutes each day. ELL personnel participate in all of these professional development sessions. All staff are introduced to the Home Language Survey and parent interview process. Orientation is given to all staff on the process of identifying students for the Bilingual/ESL programs. All staff is familiarized with the LAB-R and NYSELAT tests. Math and reading coaches and a Teacher Center staff developer are key leaders in providing professional development. Regional staff also are key forces in developing and conducting professional development for our bilingual and ELL staff. The format and structure of workshops vary as sometimes they are conducted in grade cohorts, needs cohort, topic cohorts or areas of specialties. The LAP ToolKit is also used to develop teachers' skills and expertise. ELL staff members are provided with strategies for individualizing and differentiating instruction.

Professional development focuses on:

- Compliance issues
- Part 154 mandates
- ESL standards
- ESL methodology and strategies – building background knowledge, role playing, simplifying explanation for problem solving and integrating students' language and cultural experiences into lessons.
- Total Physical Response (TPR)
- Cognitive Academic Learning Process (CALP)
- Basic Interpersonal Communicative Skills (BICS)
- Assessment/Testing – ELA, Math, NYSELAT, Social Studies and Science
- Use of technology in the classroom
- Data Analysis
- Portfolios
- Cooperative Learning
- Differentiating Instruction and grouping of students
- Guided Reading in ESL as well as English
- Bloom's Taxonomy of higher thinking skills
- Using non-fiction
- Aligning materials and resources to meet the needs of students

- Writing and reading workshops
- Use of rubrics in providing explicit standards of excellence for student work,
- Scaffolding information for ELL students

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both Number of LEP (ELL) Students Served in 2010-2011:
65
 (No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

P.S. 149 have a population of about 785 students. The majority of our students speak English with Spanish being the next dominant language.. Other languages represented throughout the grades include Arabic, Haitian Creole, and some Caribbean dialects. Native Language abilities range from speech emergence through intermediate fluency. We have two Bilingual Bridge classes this year: Class K/1BL., 1/2 BL. These are transitional bilingual classes. By the fourth and fifth grades, teachers are using 60% English for instruction. Supplemental Programs for our students include our Early Morning AM. Tutoring from 8:00AM to 8:40AM in which two or three teachers are in our grades 2, 3, 4, & 5 classes providing support and enrichment activities. Our students in grades K-2 AT PS 149 our teachers are all highly qualified and they use a wide range of Instructional strategies to meet the needs of our students. Our Spanish Bilingual Program consists of two self-contained bilingual classes. These include the following bridge classes: K, 1/2 and 4/5. Our fulltime ESL teacher provides services to the Hispanic students in grades K-5 whose parents have selected the option to withdraw their children from the Bilingual Program. ESL services are also provided for non-Hispanic ELL students representing countries from West Africa, Haiti, and Yemen. ESL is primarily a pullout program. There are approximately 78 ELL students. These pre-production students receive 360 minutes of ELL instruction per week. In the bilingual classes, subject areas are integrated into the Native Language Arts enabling teachers to provide “seamless instruction” throughout the day. Higher Order Thinking Skills are emphasized and the print rich classroom environment reflects the ELL students’ culture and languages. Cognitive academic skills such as critical thinking, the use of graphic organizers, note taking, the writing process and four square writing, comparing and contrasting, making inferences, drawing conclusions, number sense and problem solving are taught as the students acquire skills in English as well as their native language.

Instructional strategies include writer's workshop, early morning a.m. tutoring, Reading Reform, use of Wilson, living books (books on computers), differentiation of instruction (small group and individualized instruction), and phonemic instruction.

The ESL teacher is a member of our registration team. She works closely with our Pupil personnel secretary, guidance counselor and parent coordinator to make registration a smooth process. Parents are made aware of the educational programs offered at PS 149. Through the Home Language Identification Survey Form (HLIS) students are identified for the LAB-R eligibility. Once the test is administered within ten business days since the date of admission, the entitled students are identified and families are notified via entitlement letters. They are invited for the parent orientation sessions that are conducted in the parent's native language with the assistance of translators either in-house or with the utilization of the Translation unit. At the parent orientation session, the parents are informed of the programs available for their children in the NYC Public School System. The parents complete the parent survey and the program selection form. Based on the program choice, the students are placed either in the program. Placement letters are sent home to inform the parents about their children's placement. A parent orientation session is scheduled in early October of the school year to help parents understand their children's placement and also to encourage parents to continue to be active participants in their children's progress. Children are placed in a self-contained Bilingual (Spanish) program or ESL Program as per parent's choice and data from the LAB-R. In spring, ELLs are being tested with the NYSESLAT to determine their level of proficiency. The results are being received in August. Based on the results of the NYSESLAT and the LAB-R, and the parent choice, the students are placed in classes. The parents of those with continued entitlement will receive Continued Entitlement letter informing the parents of the continuation of services since their students have not yet scored at or above state designated level of proficiency. Those who have been at the level of proficiency will receive letters informing the parents that the ESL services will no longer be provided. Parents whose children are in the BL program and who have scored at the level of proficiency in the NYSESLAT will receive a letter informing them about an option to continue the transitioning to the monolingual program for two more years.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Reading Reform, Foundations and Wilson Programs are some instructional programs that are being used to develop our students decoding and fluency skills. Many of our students who are having difficulties are pulled out from their classrooms to receive intense instruction through the use of these programs. In addition, our reading teachers also push into classrooms to provide additional support in reading and writing. Students' daily program include Readers and Writers' Workshops, living books (books on computers), differentiation of instruction (small group and individualized instruction), and phonemic instruction. Our Readers workshops this year include read alouds using *The Making Meaning Program* throughout the grades. This enables us to provide continuity in instruction throughout the grades. The use of *CityYear* volunteers and student teachers from our local colleges help us to provide additional manpower in our classrooms so students can receive more individualized instruction.

During the extended day tutoring periods four times per week, students are grouped based on their individual needs. The grade 4 ELL students who are scheduled to take the ELA in January work with the ESL Teacher and focus on ELA strategies and test taking skills. The grade 5 students prepare for the Social Studies assessment in their native language during that time. The third grade students focus on test-taking strategies such as, finding main idea, facts and details, cause and effect, and making inferences.

ELL students have an option to take the content area test in their native language and are trained by their teacher how to do it. We use dictionaries and glossaries, visuals, graphic organizers to make content comprehensible.

Our ELL students participate in the Title III after school and Saturday program that is being provided by a BL certified teacher. RAZ-Kids software program is used to enhance the skills of our ESL students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our Sports and Recreational programs include: Touch Football and Basketball. All students in grades 3, 4 & 5 are given opportunities to participate in these activities. Art Club, Science Club, Chorus, Chess Club and Steelband are our Extended Day Enrichment Programs in which all students are encouraged to participate. ELL and Bilingual students also participate in our monthly grade assemblies and schoolwide celebrations such as Hispanic Cultural Celebration, Holiday Celebration, Black History Month and other celebrations such as Field Day, Arts Festival Day, and Careers Day. The Gary Klinsky Afterschool and Holiday Program and Groundwork are also two community agencies that offer support to our students.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

PS 149 promotes parent involvement by conducting a variety of activities in which parents are encouraged to participate alongside their children or as a parent body. Our Parent Coordinator plans and coordinates a wide range of workshops designed to keep parents informed and alert: Book Club, Cookshop, and Scrapbook are established programs. Workshops on Literacy, Math, Technology and Science keep parents abreast of Learning Standards and curriculum for their children. Parent Open House and a Back to School Fall Festival in September provide parents with an overview of the programs, goals and expectations for their children during the school year. In addition, PS 149 works closely with Community Agencies such as Klinsky and Groundwork to provide parents with Parenting Skills sessions and alerts the parents to the wide range of resources available in the community.

Parents are also involved in our school through the Learning Leaders program and the PTA.

Parents look forward to our Assembly Programs and celebrations as families join in the activities.

In addition, PS 149 conducts ongoing programs such as ESL classes for parents who are trying to learn English.

Translation is provided when needed.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Newly enrolled LEP/ELL students are greeted by our ESL teacher who is always present at registration to welcome these families, to assist with any concerns and to orient them to the school. A School Handbook also provides the parents with further information.

IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

During the year, PS 149 will conduct regular professional development to deepen and enhance the skills of our staff. A Literacy Coach and a Staff developer work alongside teachers modeling and providing insights on strategies to apply in working with our students. Monthly grade conferences this year will be extended to include the teachers lunch periods so we can have ninety minute block of professional development for our staff. Teachers will be paid per session rate for their willingness to give of their lunchtime in this way.

Staff development topics will include:

Adhering to NYS standards – Math and ELA; Everyday Math Program; Making Meaning Program; Writers Workshop; Kaplan; using English for information and understanding, relating prior knowledge to classroom activities, using English to express opinions and make judgments, using language for social interaction. Other sessions include poetry in the classroom with ELL students, Chunking (problem solving) with ELL students, and how to encourage your ELL student to become a classroom participant.

Professional Development sessions are conducted monthly:

Month	Topics
October	Assessments and Making Effective Use of Data
November	Conferencing With Parents/Intervention Strategies - Review of Wilson/Fundations Program
December	Differentiation of Instruction – Meeting the Needs of Students through programs
January	Making Effective Use of Technology
February	Differentiation of Instruction Through Use of Learning Centers
March	Assessments / Working With ESL/Bilingual students
April	Poetry – Using Poetry To Build Vocabulary and Language Development
May	Self -Reflection – Looking Ahead/Planning

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

During the 2010-2011 school year, PS 149 will continue to provide all students with support structures that will promote their learning as they interact with one another, engage in conversations, and learn to respect one another. All of our students receive enrichment services through the Brooklyn Community for Urban Environment and the variety of trips on which they go. Our LEP students will have the opportunity to make greater use of technology. PS 149 has two computer labs. All classes receive at least one period of computer instruction each week. In addition, there are at least two computers in each classroom. Students work at these computers on a rotating basis. This year we will continue to use our funding to purchase and place more computers in classrooms. Our Inquiry Team study during the 2009-10 year gave us evidence that the implementation of technology in the classrooms greatly helped our students. LEP students will have greater opportunities to work independently or with a classmate to develop their skills. Technology has proven to be an effective tool in building interest, providing immediate feedback and in promoting the learning of students. A variety of computer programs will assist the LEP students in learning English while maintaining their home languages

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

El Sol is used as an assessment tool to determine the students level of proficiency. Learning is validated with appropriate assessments such as, running records, portfolios, journals, and teacher-students conferences and observations. Students' achievement will be demonstrated by the results of the NYSESLAT during the spring time. The Native Language Arts Assessment will be Examen de Lectura en Espanol (ELE). This assessment is administered during the spring.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-2011

School Building: PS 149 **District** 19

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
1	1					2

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

SAMPLE STUDENT SCHEDULE 2010-2011 ESL

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19

School Building: PS 149

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:8:00 To: 8:40AM	Subject (Specify) Early Morning Literacy program	Subject (Specify) Read aloud			
2	From: 8:45AM To:9:30AM	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Social Studies
3	From: 9:30AM To:9:45AM	Subject (Specify) Shared Reading				
4	From:9:45 To: 10:10	Subject (Specify) Guided Reading				
5	From: 10:10AM To:10:40 AM	Subject (Specify) Reading Reform-Phonics Program				
6	From:10:40 To:11:20	Subject (Specify) Writers' Workshop				
7	From: 11:20AM To: 12:15AM	Subject (Specify) Lunch				
8	From: 12:10 To: 1:25PM	Subject (Specify) Math				
9	From: 1:25PM To:2:00PM	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Art	Subject (Specify) Computer	Subject (Specify) Music
10	From: 2:05PM To:2:50PM	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Students are dismissed at 2:15PM

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___X_ Intermediate ___ Advanced

School District: _____!9_____

School Building: ___PS 149_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00AM To: 8:45AM	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Independent Reading
2	From: 8:45AM To: 9:15AM	Subject (Specify) Journal Writing	Subject (Specify) Journal Writing	Subject (Specify) Journal Writing	Subject (Specify) Journal Writing	Subject (Specify) Journal Writing
3	From:9:15 To: 9:30	Subject (Specify) Read aloud	Subject (Specify) Read aloud	Subject (Specify) Read aloud	Subject (Specify) Read aloud	Subject (Specify) Read aloud
4	From: 930- To: 9:55AM	Subject (Specify) Shared Reading Reading Reform- Phonics	Subject (Specify) Shared Reading- Reading Reform- Phonics	Subject (Specify) Shared Reading Reading Reform- Phonics	Subject (Specify) Shared Reading Reading Reform- Phonics	Subject (Specify) Shared Reading Reading Reform- Phonics
5	From: 10:30 To: 11:15AM	Subject (Specify) Social Studies	Subject (Specify) GYM	Subject (Specify) Computer	Subject (Specify) Computer	Subject (Specify) Social Studies
6	From:11:20 To: 12:05	Subject (Specify) Push in ESL Independent Reading/Writers' Workshop	Subject (Specify) Push in ESL Independent Reading/Writers' Workshop	Subject (Specify) Push in ESL Independent Reading/Writers' Workshop	Subject: Push in ESL Independent Reading/Writers' Workshop	Subject (Specify) Science
7	From:12:10 To:1:15	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
8	From: 1:20PM To:2:15Pm	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
9	From:2:15PM To: 2:50PM	Subject (Specify) Dance	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Social Studies	Subject (Specify) Art

SAMPLE STUDENT SCHEDULE 2010-11 (Bilingual)

Bilingual Program Type: TBE Dual Language
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 19

School Building: PS 149

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00AM To: 8:45AM	Subject (Specify) Early Morning Program	Subject (Specify) Early Morning Program	Subject (Specify) Early Morning Program	Subject (Specify) Early Morning Program	Subject (Specify) Word Study Read Aloud
2	From: 8:45AM To: 9:15AM	Subject (Specify) Word Study Read Aloud	Subject (Specify) Shared Reading Reader's Workshop			
3	From:9:15 To: 9:30	Subject (Specify) Shared Reading Reader's Workshop	Subject (Specify) Shared Reading Reader's Workshop	Subject (Specify) Shared Reading Reader's Workshop	Subject (Specify) Shared Reading Reader's Workshop	Subject (Specify) Reading Reform
4	From: 930- To: 9:55AM	Subject (Specify) Social Studies	Subject (Specify) Computers	Subject (Specify) Science	Subject (Specify) Art	Subject (Specify) Science
5	From: 10:30 To: 11:15AM	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) Writing
6	From:11:20 To: 12:05	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Math
7	From:12:10 To:1:15PM	Subject (Specify) Lunch				
8	From: 1:20PM To:2:15PM	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Dismissal
9	From:2:15PM To: 2:50PM	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify) Dismissal	Subject (Specify)

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

Grade Level(s) K-5 _____ Number of Students to be Served: _____ LEP _____ Non-LEP
Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Priority Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. These supplemental services should complement basic bilingual and ESL services required under CR Part 154. Direct supplemental services should be provided for: before/after-school and Saturday programs, reduced class-size, and/or push-in services. Supplemental instructional support for dual language programs is also permitted. Teachers providing the services must be certified bilingual education/ESL teachers. In the space provided below, describe

- ✓ **school's language instruction program for limited English proficient (LEP) students**
- ✓ **type of program/activities to improve mathematics, native and/or English language learning**
- ✓ **number of students to be served**
- ✓ **grade level(s)**
- ✓ **language(s) of instruction**
- ✓ **rationale for the selection of program/activities**
- ✓ **times per day/week**
- ✓ **program duration**
- ✓ **service provider and qualifications**

Public School 149 is an extended time elementary school located in District 19, in Brooklyn in the Children's First Network 3. Students from grades K through 5 attend school in the Main Building. An Annex to the school houses four Pre- K classes. There are about 795 students with approximately 78 ELL students. Our population is predominantly 61.8% African-American, and 35.4% Hispanic. Many of our English-speaking students come from countries in the Caribbean and Africa. Approximately 97.5% of students receive free lunch.

Our Spanish Bilingual Program consists of two self-contained bilingual classes. These include the following bridge classes: K-1BL, 2-3BL. Our fulltime ESL teacher provides services to the Hispanic students in grades K – 5 whose parents have selected the option to withdraw their children from the Bilingual Program. ESL services are also provided for non-Hispanic ELL students representing countries in Northern and Western Africa, Haiti, Yemen and Bangladesh. ESL is primarily a pullout program. These pre-production students receive 360 minutes of ESL instruction per week. Overall our Bilingual /ESL programs will serve 118 students, in grades K-5 all during the school year. Our Bilingual and ESL teachers are highly qualified and licensed in their subject areas.

In the bilingual classes, subject areas are integrated into the Native Language Arts enabling teachers to provide “seamless instruction” throughout the day. Higher Order Thinking Skills are emphasized and the print rich classroom environment reflects the ELL students’ culture and language. Cognitive academic skills such as critical thinking, the use of graphic organizers, note taking, the writing process and four square writing, comparing and contrasting, making inferences, drawing conclusions, number sense and problem solving are taught as the students acquire skills in English as well as their native language.

Analysis of our data for the past two years has shown a steady increase in our students’ performance on State and Citywide Reading tests. We hope to continue this trend. A continued focused and determined effort will be made during the 2009 – 2010 school year to tailor instruction to meet each student’s specific weaknesses and strengths. The entire staff is committed to providing the strategies necessary to allow all students to achieve the highest standards. Clear and high expectations have been set for all students including our ELL population.

During the extended day tutoring periods four times per week, students are grouped based on their individual needs. The grade 4 ELL students who are scheduled to take the ELA in April work with the ESL Teacher and focus on ELA strategies and test taking skills. The grade 5 students prepare for the Social Studies assessment in their native language during that time. The third grade students focus on test-taking strategies such as, finding main idea, facts and details, cause and effect, and making inferences.

3b. PS 149 would like to use its instructional Title III to conduct an Afterschool Program led by a qualified ESL teacher conducting a push in program and working alongside one of our early grade teachers, two days per week, on Tues/Wednesdays from 3:00-5:00PM. The program would be conducted from November to May and would provide services to 25-30 students, grades K through 5 in each of these extended day sessions. Funding would be used to purchase books and supplies needed for this afterschool. In addition we would like to provide these students with greater opportunities to expand and hone their skills through the use of technology as they explore programs such as Razkids. Students will be able to listen to stories, read books, and take online quizzes to assess their comprehension skills. Technology also provides opportunities for the individualization of instruction. So funding would be used to purchase 2 laptop computers and a printer to be used during by the students during these sessions.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

All Bilingual and ELL teachers participate in all professional development activities for the staff. In addition, they meet as a cohort to engage in other professional development activities that are particular and specific to meet the needs of the students they serve. The Bilingual teachers work to create literacy and mathematically enriched classrooms. A variety of strategies and techniques are used to make content comprehensible to the learner. They include cognitive, meta-cognitive and affective strategies by infusing language development through the content areas in accordance with scientifically-based research. Teachers use the workshop model to demonstrate and conduct lessons. Teachers model through the use of read a-louds, students participate during shared reading, work cooperatively during guided reading, and work on their own independent reading. Appropriate reading approaches incorporate the students' prior knowledge, experiences, and cultural background into the reading and writing activities. Professional development will be provided for our bilingual staff as they attend DOE workshops. In order for our staff to attend DOE workshops funds will be used to purchase six per diem substitutes coverage for these classes.

Our focus will be on building our students' vocabulary and on promoting the decoding skills of our students. Continued professional development will focus on the implementation of programs to build reading skills.

Professional Development sessions are conducted monthly:

Month	Topics
October	Assessments and Making Effective Use of Data
November	Conferencing With Parents/Intervention Strategies -
December	Differentiation of Instruction – Meeting the Needs of Students through programs
January	Making Effective Use of Technology
February	Differentiation of Instruction Through Use of Learning Centers
March	Assessments / Working With ESL/Bilingual students
April	Poetry – Using Poetry To Build Vocabulary and Language Development
May	Self -Reflection – Looking Ahead/Planning

Description of Parent and Community Participation—Explain how the school will use Title III funds to increase parent and community participation ELLs

To encourage parental involvement, a monthly book club will be conducted. Book Choices will vary. These will include reading and discussion of children's literature so parents can then read and discuss the books with their own children; and will also include reading and discussion of novels with more adult themes. Title III funds will be used to purchase books for the parents. Other workshops will include Build A Bear, ELA/Math Standards, NYSESLAT, Promotional Policy and Cooking to further parents' communications skills and their awareness of ongoing programs.

PS 149 would also like to place monies for Parent Workshops on the P-card so our Parent Coordinator can more easily order materials and resources for the Parent Workshops such as Build A Bear which is indicated in our plan

Workshops on the use of technology will also be conducted for the parents so they can develop proficiency in selecting appropriate software programs for their children, and also learn to use internet resources such as the DOE website. Other planned workshops include Learning about the NYS ELA, Games Night, Chess Club and Math Night.

Workshops and trips will be conducted on a monthly basis and the Program will be in effect from October 2009 through June 2010.

Funding will be used to support:

Parent Workshops

Number of Parents: Overall 50

Refreshments for workshops

Hands on materials

Parent Workshops will be coordinated and conducted by our Parent Coordinator with additional support from staff including our Literacy Coach and ESL teacher.

Form TIII – A (1)(b)

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,780.64	Afterschool Program , 2 Teachers x 4 hours x 22 weeks x \$49.89 = \$8,780.64
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$3,000.00 \$2,110.00	2 laptop computers & 1 printer Books, stationery and other supplies
Other – Parent Involvement	\$1,109.36	Parental Involvement - Workshops/Libraries/ \$800.00 - Refreshments & Snack \$309.36
TOTAL	\$15,000	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 19 For Title III Instruction
BEDS Code 19K149

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2010-2011, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	Afterschool Program , 2 Teachers x 4 hours x 22 weeks x \$49.89 = \$8780.64
Code 16 Support Staff Salaries	
Code 40 Purchased Services	
Code 45 Supplies and Materials	Books and supplies needed for afterschool program = \$2,000 ELA, Math & NYSESLAT test prep and AIS resources for use in afterschool program with ESL/bilingual students

This entire section must be completed for each budget submitted.

School District 19
BEDS Code 19K149

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	2 laptop computers & 1 printer = \$3,000.00

BUDGET NARRATIVE

School District 19

For Title III Professional Development

BEDS Code 19K149

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2010-2011, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<i>\$2, 100.00</i>

This entire section must be completed for each budget submitted.

School District 19
BEDS Code 19K149

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

BUDGET NARRATIVE

School District 19 For Title III Parent Involvement

BEDS Code 19K149

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2010-11, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	<ul style="list-style-type: none"> - Workshops/Libraries \$800.00 - Refreshments & Snack \$309.36

This entire section must be completed for each budget submitted.

School District 19
BEDS Code 19K149

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We provide written translation and oral interpretation services to our parents and community based on the following:

Our ELL population and our Bilingual classes

The responses from the Home Language Survey

Observation of needs as parents register children, participate in meetings and conferences with staff

Feedback from PTA meetings

Feedback to the Parent Coordinator

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parents express appreciation for all written language and oral interpretation services provided by the school

Findings were reported to the school community through PTA meetings, school newsletter, staff conferences and the DOE website

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are provided by three in-house staff members

Timely translation is provided for all documents such as;

Monthly new letters, parent news letters, school news letters, circulars, and the monthly calendar

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation is provided by a committee consisting of our bi-lingual staff, ESL teacher, the school aide, and parent volunteers

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- During September open House, the ESL teacher and Bilingual teachers inform parents of their rights to translation and interpretation services in their home language.
- Written notification is sent to parents of their rights for translation and interpretation services.
The primary second language in our school Spanish, so all signs in the main entrance are posted in both languages.
- Written communications from the DOE that are available in multiple languages are printed and sent home.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 19K149

All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	916,719	2,594	919,313
2. Enter the anticipated 1% set-aside for Parent Involvement:	9,167	2,594	11,761
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	45,835	*	
4. Enter the anticipated 10% set-aside for Professional Development:	91,670	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

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.

3. Instruction by highly qualified staff.

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.

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

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

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.

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.

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.

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.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			770,044	✓	
Title I, Part A (ARRA)	Federal		No				
Title II, Part A	Federal	Yes			352486	✓	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	Yes			15,000	✓	
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	Yes			3,417,905	✓	