



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE DANNY KAYE SCHOOL
DBN (i.e. 01M001): 19K149
Principal: YVETTE DONALD
Principal Email: YSCHOFF@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: LUCIUS YOUNG

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Yvette Donald	*Principal or Designee	
Judith Huggins	*UFT Chapter Leader or Designee	
Tonya Fleming	*PA/PTA President or Designated Co-President	
Ronda Moore-Barrett	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Donna Morancie	CBO Representative, if applicable	
Leatha Thompson	Member/ UFT Member	
Jewel Rambo	Member/ UFT Member	
Geovanna Montes	Member/ Parent	
Rosa Vargas	Member/ Parent	
Pearl Litte	Member/ Parent	
Racquel Almodovar	Member/ Parent	
Yvonne Banks	Member/ UFT Member	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the administration team will conduct Option 1 or Option 2 of the Teacher Effectiveness system for every applicable teacher using the 22 components of the Danielson Framework to enhance teacher practice through collaborative conversations in order to monitor the effectiveness of curricular and instruction practice as measured by classroom observations

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of teacher formal and informal observation notes reveal that more than 95% of the teachers did not know the CCLS well enough to be able to plan effective lessons. Inconsistencies in rubric ratings and student performance in literacy and math across a grade, surfaced the need to develop a collaborative understanding of what effective teaching looks and sounds like at PS 149. In addition, 80% of teachers self-assessed themselves as developing in 1e, 3b or 3d.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

All teachers will be provided a 3 tiered PD:

- Tier I: Professional Development for all teachers on the Citywide Instructional Expectations, CCLS, analysis of student performance data and curriculum mapping
- Tier II: Professional development focused on teachers' individually selected goals
- Tier III: Professional development is based on informal classroom observations

B. Key personnel and other resources used to implement each strategy/activity

1. Coach, Assistant Principals, Principal, Instructional Leads, Common Core Library, Common Planning Time, Consultant Coach, Network Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The expectation is that the best practices and curriculum development learned during Professional Development is embedded into instruction as a result the following will be used to evaluate the progress: teachers formal and informal observations and instructional walk-throughs

D. Timeline for implementation and completion including start and end dates

September 2013-April 2014 with a minimum quarterly review of teacher observation data in September, December, February, and April, June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- PD on the Danielson Framework for Teaching
- Teachers will complete a self-assessment focused on 1E, 3B and 3D in the Danielson Framework
- School leaders will conduct mini-informal observations focused on the 3 competencies identified in the CIE for 2013-2014
- Administration will attend network PD on the Danielson Framework
- Administration and school-based coach will conduct demo lessons modeling practices aligned to Danielson
- Administration will provide learning session on Danielson Framework, focusing particularly on Design Coherent Instruction (1E), Questioning and Discussion Techniques (3B), and Using Assessment in Instruction (3D)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be kept updated on the PD offered to teachers and the school's instructional and organizational focus areas based on teacher pedagogical needs

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		X	Title IA		X	Title IIA		X	Title III		X	Set Aside		X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 25% of the students will make 1 year growth in the ELA and math by adopting and implementing a rigorous ELA curriculum, ReadyGen, Go math in grades K-5, respectively, which are aligned to the Common Core Learning Standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the item skills analysis of the 2013 NYS Math Exam results. This data indicated that only 10% of students demonstrate proficiency in ELA and only 17% of students demonstrate proficiency in math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- a. Teachers will provide students with 90 minutes of uninterrupted reading and writing instruction on a daily basis.
- b. Cluster teachers will engage students in one (1) ELA performance tasks aligned to the common core learning standards across grades K-5.
- c. Teachers will develop and implement Common Core aligned Curriculum Maps to add greater focus to their planning and teaching thereby deepening student learning.
- d. Teachers across the grades will collaborate and develop units of study that incorporate content area readings that are integrated within the balanced literacy block.
- e. A SETSS teacher will provide daily academic intervention using a variety of reading strategies based on the instruction given by the classroom teacher.
- f. To develop students' comprehension and vocabulary, teachers will use rich text and word study strategies to provide systematic instruction.
- g. Mobile computer labs as well as our regular computer labs will be used for instruction and learning in all classes.
- h. Teachers will use RAZ-Kids.com to provide targeted and differentiated teaching to help students read and exceed grade level reading and writing goals.
- i. 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).
- j. Students with disabilities will be mainstreamed in order to provide more access to the general curriculum, enabling SWDs to practice the use of rich language use and academic learning behaviors with their general education peers.
- k. Daily writing in all classes.
- l. Students will write in at least three different genres for the year
- m. Use of mentor texts to serve as models for students' writing
- n. Use of a variety of graphic organizers to assist students with structuring their writing.
- o. A greater focus is being placed on non-fiction text to increase the students' knowledge of content specific vocabulary.
- p. Use of more non-fiction text to determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- q. 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 3-5 to build and reinforce their skills.
- r. Expand classroom libraries to include at least 50% non-fiction text.
- s. Encourage students to read more independently and to take ownership of their reading through book talks
- t. Students will become more aware of their current reading levels.

- u. Students will participate in goal setting to become more aware of their strengths and weaknesses and what they need to do to make progress.
- v. Use of technology in classrooms and computer labs to enhance students' skills
- w. Staff development provided for staff in collaboration with Accelerated Literacy Learning (A.L.L)
- x. Common grade planning period at least minimum three times per week using a collaborative inquiry process.
- y. Professional Development on conference days, grade conferences, in-house half-day literacy development, along with network workshops will be utilized to build teacher capacity.
- z. Utilize the expertise on Network Staff, teachers will deepen their understanding of the Common Core Learning standards and Danielson Framework for teacher practice

2. Key personnel and other resources used to implement each strategy/activity

Administrators, coach, teachers, paraprofessionals, parents, network team

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Implementation of a rigorous ELA curriculum along with ongoing professional development and strategic use and analysis of F&P running records, as well as benchmark writing tasks, will enable teachers and administrators to assess students' progression towards meeting the June goal

4. Timeline for implementation and completion including start and end dates

1. September 2013-April 2014 with a minimum quarterly review of data in September, November, February, and April.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- o Cookshop, Arts, NYS Special Education School Improvement Specialist from the state and network, and Universal Pre-K.
- o School wide behavior incentives such as W.O.W cards and Success Celebrations are being implemented to motivate engagement and involvement by students and parents.
- o Klinsky and Boys Scouts after school resources and services.
- o Reading Reform and RAZ-Kids
- o Family Zumba
- o School Garden to engage parents in learning alongside their children in learning about gardening so families can develop healthy eating habits

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- o Parent workshops to provide families with strategies to build and support their children's literacy development.
- o Provide parents with strategies to become involved in helping meet their child's goal setting.
- o Explain the importance of ensuring children read at least 30 minutes of every night and discuss the variety of texts they should be reading.
- o Conduct training for parents to demonstrate various responses to literature, including discussions, projects, drama, etc.
- o Conduct parent workshops on topics that include literacy, math, and technology.
- o Create celebrations, such as "Success Ball", in which both parents and students are recognized for their roles in building student achievement.
- o Parent coordinator will train parents to use ARIS system so that the parents can monitor their children's progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the percentage of students achieving levels 3 and 4 will increase by 8% by implementing a rigorous curriculum aligned to CCLS.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of 2012-2013 reading level data and student performance task indicated that over 65% of students continue to struggle to meet the expectations of the common core learning standards in ELA and math. In particular, students struggled with demonstrating grade level ability to justify or defend their responses in both ELA and math.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• Strategies/activities that encompass the needs of identified subgroups

- PD for teachers on how to design curriculum tasks aligned to the CCLS
- Administer baseline ELA tasks in November 2013 to determine what students know and can do in relationship to the CCLS expectations
- Teachers will use data from baseline ELA tasks to inform curriculum and instruction
- Teachers will modify ReadyGen lessons to ensure they embed instructional shifts and DOK
- Teachers will use data from baseline ELA tasks to inform 37.5 Minutes Teacher Team Meeting
- Teachers will engage in 2 Teacher Team structures: one to monitor and revise student performance based on the task aligned to the CCLS; another cycle will be focused on the development of literacy practices across the school
- Instructional Leads will attend school-based curriculum team PD and turnkey information to other teachers on their grade
- Extended cabinet meetings will focus on analyzing coherency between CCLS aligned tasks across the grades
- PD will focus on instructional shifts and how to support students in using text as evidence to support a claim or position.
- At four (4) key times during the school year, ccls-aligned performance tasks will be administered to students where they will demonstrate growth over time.

• Key personnel and other resources used to implement each strategy/activity

Coach, Assistant Principals, Principal, Instructional Leads, Common Core Library, ARIS data, Common Planning Time, Consultant Coach

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Administrators will monitor the progression of the tasks and engage in informal observations to ensure teacher practice aligns with instructional shifts

• Timeline for implementation and completion including start and end dates

6. September 2013-April 2014 with a minimum quarterly review of data in November, February, April and June.

• Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Providing all teachers with ReadyGen and Go Math resources and materials
- RazKids and other online resources to support literacy and math
- Reader's Theatre
- PD on SIOP to support ELLs
- Saturday School
- After School
- Curriculum planning
- Spelling Bee
- Monthly celebrations to motivate students
- PD for teachers and staff
- Inter-visitation across various schools to observe best practices

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent workshops to provide families with strategies to build and support their children’s literacy and math development.
- Provide parents with strategies to become involved in helping meet their child’s goal setting.
- Provide parents and students with Go Math online access and resources.
- Conduct training for parents to demonstrate various responses to literature and ways to incorporate math into every day activities, such as shopping and cooking.
- Create celebrations, such as “Success Ball”, in which both parents and students are recognized for their roles in building student achievement.
- Staff will train parents to use ARIS system so that the parents can monitor their children’s progress.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

: By June 2014 the student social and emotional development will be enhanced by engaging in school-wide positive behavioral interventions—Project L.O.V.E. This is values-based is designed to create and maintain a positive school climate. The implementation of Project L.O.V.E. will result in a positive and engaging school culture and learning environment that will increase students' outcomes through an increase of attendance from 90.4% to 92%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school is below the citywide goal of having 92% attendance. Thus, the school is part of the Mayor’s initiative on reducing chronic absenteeism. In addition, analysis of our School Learning Environment Survey revealed that teachers believe that students are insufficiently rewarded/ incentivized for good attendance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Instructional strategies/activities

- a. The services of all school personnel including the guidance counselor, Child Study Team, Parent Coordinator and family assistants will be utilized to communicate with parents the importance of attendance.
- b. Use of call/messenger service to alert parents of children’s absences
- c. Home visits/ community outreach – Parent Volunteers and Family Assistants
- d. At PTA- recognize parents and families with good and improving attendance
- e. Through ARIS identify students with chronic absenteeism and monitor them on daily basis by starting the day with community meeting in a “Breakfast Club”.
- f. Use of City Year Corp members to contact parents daily and mentor students with chronic absent/late records
- g. Working closely with CBO’s and other community agencies to provide support services for parents.
- h. Asthma ambassador to work closely with the school nurse to monitor students with asthma.
- i. Weekly incentives/awards to build esteem and attendance of focus group
- j. Bulletin Board dedicated to monitoring attendance of focus group

- k. Parent meetings
- l. The Use of City Year Corp members to greet and direct students on the staircases in the morning.
- m. Continue to promote student attendance with incentives such as: Monthly Attendance Celebrations, T-shirt designs monthly breakfast specials.
- n. Classroom and school wide incentives for high attendance rates.
- o. Award students who are on the chronic absenteeism list that are showing improvement.
- p. Parent Coordinator will receive training on the network level to gain additional insights and resources to help in improving attendance.

2. Key personnel and other resources used to implement each strategy/activity

- a. Working with CBO Gary Klinsky afterschool and parent social services.
- b. ACS social services
- c. Mayor’s Initiative Group on Attendance
- d. Working closely with shelters
- e. Community Coalition of East New York
- f. Maintaining an Attendance Team

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Attendance Team will analyze the monthly attendance data, this data will be graphed and certificates will be produced to acknowledge those students with 100% attendance for the month.

4. Timeline for implementation and completion including start and end dates

September 2013 – June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Parent assemblies for students and parents to highlight and celebrate most improved attendance and behavior
- Guest speakers from cultural organizations to motivate our parents and students
- Saturday School
- After School
- Boys Scout
- Monthly and annual celebrations, such as Holiday Assembly, Arts Festival, Field Day, etc..., to motivate students attendance and behavioral success
- Home support for parents by parents to help get children to school
- Workshops on Healthy Airways
- Partnerships with local CBO, such as Klinsky, St. Barnabas Church, Soup Kitchen, etc..., to provide workshops on parenting and healthy lifestyles and trips to promote emotional health.
- Inter-visitation across various schools to observe best practices

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Daily phone calls to parents.
- Monthly letters sent to parents for lateness and absence.
- Parent summit conference around attendance.
- Classroom incentives for high attendance rates.
- Monthly PTA meetings.
- School-Parent Compact

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		X	Set Aside		X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

6.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>Cluster and enrichment teachers and service providers pull a small group of students daily to build their reading and vocabulary skills through the use of programs and rich literature, such as nonfiction texts.</p> <p>A group of 10 Americorps volunteers work alongside teachers in grades 3 - 5 to work with students in small groups. In addition, they pull small groups of students to build their vocabulary skills.</p> <p>A group of teacher use guided reading, interactive writing and book talks to target the needs of groups of students.</p>	<p>Small group, one-to-one, tutoring, pull-out, push-in, afterschool and Saturday school</p>	<p>During the school day, before school, after school and on Saturdays</p>
Mathematics	<p>Americorps (City Year) volunteers provide in-class support as well as pull-out services geared to meet the needs of students.</p> <p>After school and Saturday School teachers focus on multi-step word problems and justification</p>	<p>Small group, one-to-one, tutoring, pull-out, push-in, afterschool and Saturday school</p>	<p>During the school day, before school, after school and on Saturdays</p>
Science	<p>During classroom periods, Science is addressed through read -alouds . Assessing students through observations, and end-of-unit assessments.</p> <p>Using an inquiry based approach to</p>	<p>Three 50 minute sessions per week.</p>	<p>Services will provide during the school day</p>

	focus on concepts development one period per week. Preparation for the fourth grade NYS Test in May, 2014		
Social Studies	Assessing students through observations, End-of-unit assessments between four and six times from October, 2013 through June, 2014. Writing samples – responses on exit slips, reports, etc. Focus in content area reading to support comprehension of non-fiction text.	Three 50 minute sessions per week	Services will provide during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselor provides counseling services as needed to students experiencing social, emotional, and academic difficulties	Small group, one-to-one counseling, pull-out, push-in, afterschool and on Saturdays, as needed	During the school day, before school, after school and on Saturdays

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> o Use of Danielson, a research-based framework, to observe teachers and provide actionable feedback to continue their growth and quality instruction. o Network PDs focused on CCLS and developing units of study. o Curriculum teams meet as part of our PD structure to plan curriculum, design lessons and assess pedagogy against the Danielson Framework o Administrative and teacher collaborative walk-throughs and intervisitations will serve to norm and strengthen teachers' understanding of effective practice o Targeted professional development is provided by consultants for teachers with specific areas of struggle. o Funding has been set aside to build the skills of those teaching who may not meet the requirements

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> o Use of Danielson, a research-based framework, to observe teachers and provide actionable feedback to continue their growth and quality instruction. o Network PDs focused on CCLS and developing units of study. o PDs and workshops focused on tier one intervention, inter-visitations to enhance instructional practices. o PDs around UDL (Universal Design for Learning) to support and enhance instruction for all learners. o One-on-one support with Jessica Bowen, Special Education School Improvement Specialist. o Professional development provided by consultants. o Funding has been set aside to build the skills of those teachers who have not meet the expectations of the instructional shifts embedded in the CCSS

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> o PreK teachers analyze qualitative student data with administration to determine and identify use of PreK funds. o Materials and resources are purchased and supports provided for families and students in temporary housing based on needs articulated by families as well as those identified by staff. o Assemblies, activities and resources are used to proactively and respond to behavioral issues and challenges.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> o Outreach to preschool parents to enlighten and discuss expectations for students when they enter elementary school o Collaborative meetings with preschool and preK providers and teachers, respectively, to discuss protocols and expectations of Kindergarten and PS 149, specifically. <ul style="list-style-type: none"> ▪ Parents will be provided workshops on special education ▪ Parents will be provided workshops on learning expectations ▪ Meetings with preschool to gather data on student ▪ Meeting with guidance counselor and school psychologist to help parents access early intervention

services

Measures to Include Teachers in Decisions Regarding Assessments

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

Extended instructional cabinet and curriculum teams, made up of teachers across the grades and disciplines, meet to discuss students' strengths and areas of weakness. Assessments are discussed and teachers are provided an opportunity to give input on the final selection of assessments used to determine students' strengths and weaknesses. In addition to weekly grade-level team meetings, bi-weekly curriculum team meetings serve as an additional opportunity for teachers to learn how to analyze student data and use the information to inform instructional decisions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 149
School Name The Danny Kaye School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Yvette Donald	Assistant Principal Carlo DeGregorio
Coach Ms. Stacy Easton	Coach
ESL Teacher Deborah Casselman	Guidance Counselor Lorianne Strachan
Teacher/Subject Area Isaac Askenazi	Parent Raquel Almodovar
Teacher/Subject Area Rose Medina/ Teacher	Parent Coordinator
Related Service Provider Marc Simon	Other Pu Zhang/ IEP Coordinator
Network Leader(Only if working with the LAP team) Lucius Young	Other

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	738	Total number of ELLs	57	ELLs as share of total student population (%)	7.72%
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Part II: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	7	4	7	12	10	17								57
SELECT ONE														0
Total	7	4	7	12	10	17	0	0	0	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	5
SIFE	2	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	20

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	2		11		5	20			39
Total	8	2	0	11	0	5	20	0	0	39

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	2	5	11	7	13								44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1		1	3								8
Haitian						1								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
TOTAL	7	4	7	11	9	17	0	0	0	0	0	0	0	55

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	2	6	2	9	4								26

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	0	2	0	3								8
Advanced (A)	3	1	1	8	1	6								20
Total	6	6	7	12	10	13	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	3	1	0	7
5	8	5	0	0	13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		4		1		0		9
5	6		9		2		0		17
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools our school uses include: LAB-R, NYSESLAT, ECLAS-2, Fountas and Pinnell, and unit tests. An analysis of the data showed that 5% of the ELL student are reading at or above grade level. The deficits were shown to be in decoding and fluency. Based on these findings, our plan is to implement Foundations, Reading Reform and Reader's Theatre.

The data gathered from these assessments allow us to identify our ELLs' areas of strengths and weaknesses. We are able to use the data for lesson planning and addressing students' needs. The ESL teacher, in collaboration, with the classroom teachers are able to use the gathered data to differentiate instruction and organize the flexible groupings.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data indicates that our ELL students continue to need additional support to make progress on the NYS ELA exams as the majority of them scored a Level 1. This information is consistent with their performance on the NYSESLAT Reading/Writing Strands. Specifically, data patterns across proficiency levels identified on the LAB-R and NYSESLAT indicate the following:
-25% of our ELL studented showed improvement on the NYSESLAT from 2012 to 2013.
- Across the grades, 80% of the ELL students are showing growth in the areas of Listening and Speaking. However, Reading and Writing continues to be an area of struggle for our students. Our new WLL students showed the lowest achievement in the proficiency levels as they need time to build academic vocabulary and acquire the language.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across the NYSESLAT modalities help us identify areas of strengths and weaknesses, in reading comprehension and writing. The ESL teacher, in collaboration with the classroom teachers will plan lessons to address students' individual needs. These lessons will be taught in the double block push-in/pull-out model. The ESL teacher will confer with the students to determine their learning goals.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Results of the NYSESLAT in the testing grades indicate that more than 50% of the ELL students experience a decrease in the areas of Reading and Writing on the NYSESLAT by at least 3 points. This year's fiction running record data showed that 25% students in grades K-2 are on grade level. 15% of our ELLs received an Advance on the NYSESLAT. The school leadership reviews the data and makes program selection decisions. The teachers in collaboration with the Data Specialist analyze the data for instructions and student grouping. The periodic assessments/ benchmark assessments inform us of the gaps in student learning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The school uses the data to group the students into Tiered groups (high, medium, low). The classroom teacher provides small group instruction using the core curriculum. The ESL teacher uses a research-based program to provide additional instruction based upon students' needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The success of our free standing push-in/ pull-out program is evaluated through continuous formal and informal assessments of students' work performance in the classroom and in small groups sessions; and in analysis of test results including periodic assessments, in-house benchmark NYSESLAT and practice tests.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

An analysis of our LAB-R data over the past 3 years indicate that about 90% of the students who take the test are eligible for ELL services. The data for the NYSESLAT over the past 3 years indicate that out of 25 students who have been in our School for the past 3 years and continue to receive ELL services, 30% are still on a Beginners Level; 15% are on an Intermediate Level and 55% are on an Advanced Level. The data across the grades indicate what all TBE/ELL students across the grades show that student progress in the Speaking/Listening strands of the NYSESLAT assessment has plateaued with in a two year period. The students' oral and aural skills show they are have moved into the Intermediate to Advance categories of performance on Listening/Speaking assessments. However, this pattern is not repeated as we analyzd students' performance on the writing/reading strands. The students seem to need at least 4 years 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 slowly moving toward our target goal for our ELLs. Continued emphasis must be placed on the use of read alouds and shared readings. In addition, Listening Centers and use of computers and other technology can assist in reinforcing the progress being made by some of our students. We are also beginning to use technology to encourage the students to write. We continue to focus on intensifying the work to support student learning in Reading and Writing in all classrooms and by all staff especially classroom teachers. 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 and using a rubric to help students set goals for their writing and also to self assess.
- Differentiation of instruction – small group and individualized instruction. We have also added a Reading Pushin/pullout program to offer additional small group instruction to the students.
- Our Early Morning Extended Day Program that is conducted on Tuesdays-Thursdays allow us to also work on building the students' comprehension, grammar and testingtaking skills.
- Use of technology to motivate and encourage the students to write
- Living Books (Books on computer)

The data indicates that our ESL students continue to need additional support to make sufficient progress on the NYS ELA test as they are mostly performing on a Level 1. This is consistent with the data on the NYSESLAT Reading/Writing stands. The students continue to need additional support with their reading and writing skills. By intensifying our work with staff on differentiating instruction and scaffolding instruction we hope to further develop our students' achievement. By having our Teacher Teams also focusing more on student work we hope to develop further strategies and techniques to meet the diverse needs of our ELLs. We notice that our students perform better in Math. We attribute this success to additional professional development support offered to our staff and also to instructional services that were provided to the students.

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. The use of an interactive model enable staff and students to share

literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes.

We evaluate and are strengthening teacher practices to promote success for all of our ELLs.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Several members of our LAP Team are also members of our registration team. These members work closely with our pupil personnel secretary and others 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 whether 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 September of the school year to help parents understand their children's placement and also to encourage parents to continue to be active participants in the progress of their children. Students are placed in an ESL Program as per parent's choice and data from the LAB-R. During the school year the RLER report in the ATS data system is frequently generated and monitored especially by our testing coordinator and LAP Team members to ensure that we are staying abreast of students who must take the NYSESLAT. A week before scheduled tests in the spring, a final RLER report is generated. In addition, lines of communication are kept open with the pupil personnel secretary so she can advise the testing coordinator and LAP Team of any new admits. Working with the LAP Team, the testing coordinator identifies all necessary accommodations, creates a schedule, proctor assignments and schedules rooms to ensure all ELLs are tested with the NYSESLAT to determine their level of proficiency. All four components of the test, namely Listening, Speaking, Reading and Writing are administered to the students within the allowed time frame. The results of the students' performance are received in the School around 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 letters 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.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. At the Parent Orientation Meeting, our ESL teacher, provides the parents with both oral and written translation and interpretation of each program in the language of the majority of our ELL students that is: Spanish. This information is disseminated to the parents within 10 days of enrollment.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) Entitlement letters are distributed in parents native languages done by the Department of Education translation unit or in house translation. Letters are distributed to individual students to take home and submit to their parent. Parent Survey forms are

completed at registration and filed at that time. Program selection forms are distributed and returned during parent orientation sessions. The assistant principal calls to ensure that all parents are adequately served.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After the parent has made a program choice, and the student has been classified based on the LAB-R results, our ELL teacher informs the parents orally and in writing in the parents' language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The following steps are taken: The test coordinator in collaboration with the ESL
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the parent survey and program selection choice trend, 100% choose ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

P.S. 149 has a population of about 740 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 Fulani. Native Language abilities range from speech emergence through intermediate fluency. Our parents overwhelmingly selected ESL, therefore, we offer ESL services to all of our ELL students this year: Supplemental Programs for our students include our Morning Academy 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. 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 fulltime ESL teacher has currently resigned to care for her family, however, our F-status ESL teacher and bilingual teacher provide services to all students. We have modified our ESL program this year. Students are provided ESL services as both a pull-out and push-in program based on level of performance on the NYSESLAT and identification. The students are clustered and may be pulled from 3 or 4 different classrooms. Thus students in grade 1 and 2 or even an upper grade may be pulled together by the ESL teacher if they are all Beginners for example. There are approximately 55 ELL students. These students receive from 360 minutes to 180 minutes of ELL instruction per week, based on their test category. Learning activities build on the richness of the students' prior knowledge and experiences. The ESL teacher uses the Sheltered Instructional approach to develop the students' proficiency in English and to enhance their communication skills. The teacher is also able to build the students' content area knowledge and academic skills with this approach. Through a variety of scaffolding strategies the teacher supports the students and deepens their learning in the content areas. Higher Order Thinking Skills are emphasized and the print rich classroom environment reflects the students' culture and languages. Cognitive academic skills such as critical thinking, the use of graphic organizers, the writing process, comparing and contrasting, making inferences, drawing conclusions, number sense and problem solving are used to widen the students' skills in English. Instructional approaches and programs include writer's workshop, Reading Reform with an emphasis on phonemic awareness in English, living books (books on computers), differentiation of instruction, small group and individualized instruction. Leveled books in the classroom reflect topics in the content areas. Much of these materials are available in both English and Spanish. The Math reading materials used are available in both languages. Before moving into text, the teacher provides opportunities for the students to have a wide range of hands on experiences including the use of manipulatives and trips to build students' understanding of concepts. Spanish Math text materials are used with those students who need additional support. Technology including the use of internet resources such as Starfall, books on DVD in both English and Spanish are utilized throughout the day. ELLs with disabilities are serviced by Spanish speaking special education teachers. In addition, the ESL and bilingual teacher push in to support those students within their special education classroom. For our beginner ELLs with disabilities, ESL and bilingual teachers co-plan with the special education teachers one day a week to ensure that students are consistently being provided research-based language acquisition strategies that support their learning needs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

To ensure that the mandated number of instructional minutes is met for each proficiency level in ESL, the staff organizes for 100 minute blocks. This structure facilitates the delivery of ESL instructions: 360 minutes for beginners and intermediates, and 180 minutes for advanced students.

Our ESL program is scheduled according to each students' proficiency level, in the 100 minutes push-in instructional blocks and pull-out sessions.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

During the 100 minute instructional block, the ELL students are supported by the ESL teacher in all content areas. Students' areas of improvement are noted and collaboratively addressed with the classroom teacher so that initial and follow-up lessons are planned and delivered appropriately. New students are allowed to express responses in native language while building English vocabulary. Differentiated instruction, strategic discussion techniques and teacher team analysis of ELLs' work result in additional support in the form of increased scaffold, graphic organizers, multiple turn and talks, explicit vocabulary instruction, among others.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We provide ESL services, therefore, native language evaluation does not apply.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through the process of Total Physical Responses (TPR), the ESL teacher assesses students' understanding of commands given directly during a read aloud. Students in turn imitate the teacher and produces appropriate language responses.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Based on students' proficiency level, work performance and student data in the content areas and literacy, they are grouped based on their instructional needs. ELLs who test proficient are provided additional small group instructional periods to support their learning needs.

SIFE: At this time we have no SIFE students. However, our protocol is that as students are admitted to the school, 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. Based on their age, these students would be enrolled in all extended day programs including Afterschool & Early morning tutoring, subject to funding.

Newcomers: Newcomers receive differentiated instruction as they are grouped on the basis of their educational needs. Those needs are aggressively targeted and addressed through academic intervention and increased ESL instruction. Students who are new to 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 highly motivational technology based ESL programs help to reinforce learning. 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 such as Art, Sports, and Music. 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.

LongTerm ELLs: Plans for longterm ELLs include, extended day literacy and math support, after school, Saturday school and, as funding permits, extra curricular enrichment activities. 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 SETSS program. These students participate in any available Afterschool Programs and Early Morning Tutoring three days per week, subject to funding. In all of these programs they receive more individualized attention tailored to meet their needs. Curriculum materials and resources used with these students are the same as used by teachers for students in the monolingual classrooms. Instruction and strategies are scaffolded for these ELL students and they receive more intensive individualized instruction. Leveled books in the classrooms, non-fiction trade books, technological programs and resources are used to build their learning. Trips, manipulatives and hands-on experiences, explicitly taught vocabulary, and enrichment activities through the Arts help to promote their language development. Native language literature based classroom libraries, dictionaries and other

supplementary materials are used to promote their progress. Some students with IEP are mainstreamed into regular education classes according to their areas of strength.

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

The ESL teacher uses the goals indicated on the IEP to address specific academic needs of the ELL-SWD. All grades implement the Common Core programs, ReadyGen and Go Math. These programs are supplemented with Foundations, Reading Reform, and multisensory instructional strategies and scaffolds to support the needs of this special population.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school provides text materials in various languages, and flexibly schedule ELL-SWDs into general education classrooms with spanish speaking teachers who plan with the ESL in order to support language and disability needs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

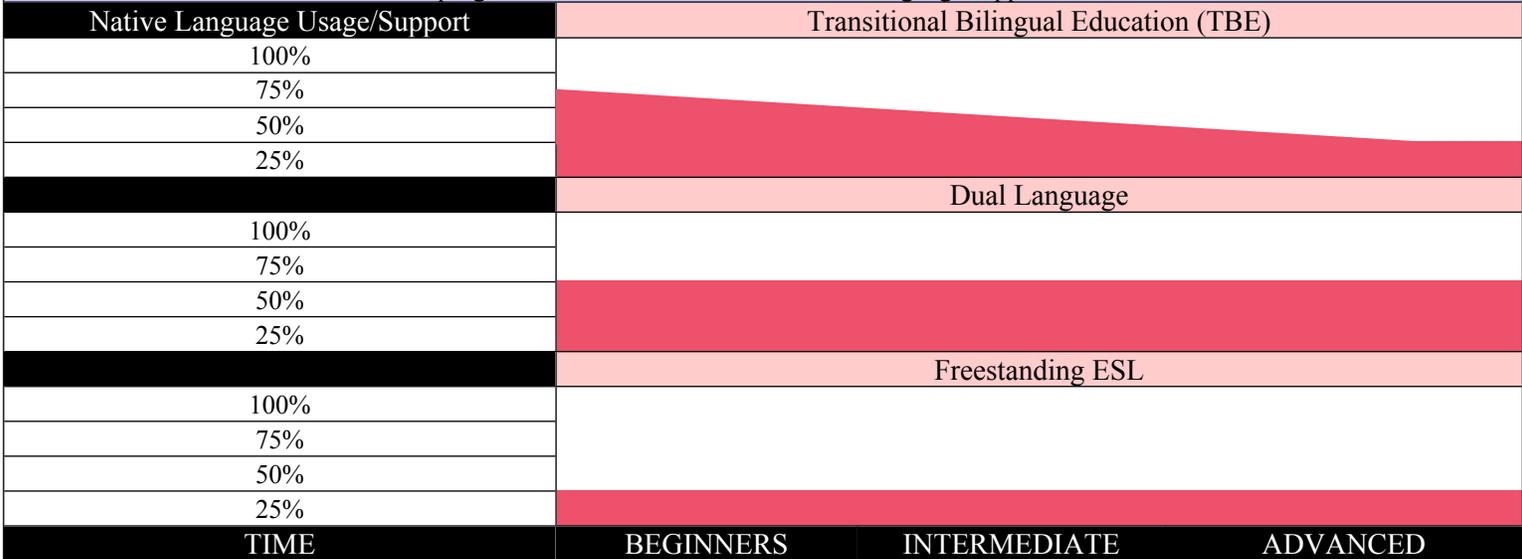
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In addition to ESL services provided to our students during the day, these students also received additional intervention services from other teachers such as the Reading Intervention Teacher or the SETTTS teacher in the school: Targeted students in grades 2, 3, & 5 receive Reading/Writing Support through combination of push-in/pullout services. City Year, a group of volunteers from Americorp, also work in our grades 3 & 4 classrooms providing push in support in literacy and math to our students. Our Librarian has assigned students from our ESL population with whom she works. Emphasis is placed on vocabulary building through a program called Wordly Wise. Short reading passages and discussion help to develop the students' skills in areas such as identifying the main idea, sequencing and making inferences. Leveled nonfiction texts are also use to build the students' comprehension skills in Science and Social Studies. In addition, number songs, drills, the use of manipulatives and real-life problems help to develop the students' math skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students are having more discussion in class and better understand tasks and prompts provided by teachers. Training provided for all teachers has resulted in the understanding that all teachers support language development for all students, including ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- We are looking to include our ELLs in the Spelling Bee club and we are adding Reader's Theatre to our drama program
12. What programs/services for ELLs will be discontinued and why?
- We are looking to discontinue any of our programs/services at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students in our school have equal access to all school programs. Afterschool services this year will be offered throught our Title 3 monies. Parents of ELLs are sent letters inviting students to participate in the program. Last year, 50% of our ELLs took advantage of the opportunity. Other students and families preferred to participate on Saturday. The goal is to develop and conduct a program 2 days per week on Tuesdays and Thursdays from 3 - 4:30 p.m. and host Saturday School from 9 - 12pm for students. Parents are provided parallel ESL support during after school and at Saturday School.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional tools and rsources incude the use of Wordly Wise Vocabulary Program, the use of Listening and Computer Centers. LeapFrogn devices and ipads with language translation software are also used. Students are provided books on tape and use laptops to access content specific websites with language translation features, such as Think Central, to support learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL class, 25% of the materials are in native language and the rest in English. Core materials are provided on audio and accompanied by visuals with language captions. Bilingual trade books are available for Beginner and Intermediate ELL students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our freestanding push-in and pull-out model supports students by providing them with small group instruction. During instruction, stuents are guided to read leveled bookds and culturally related literature to facilitate language acquisition. Core and support materials have content and vocabulary that is age and grade appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Newly enrolled testing grade ELLs are offered an opportunity to enorll in our summer program. Students in grades K - 2 are provided an opportunity to join our Community-Based Organization, Klinsky, which runs an academic and enrichment-based summer program.
18. What language electives are offered to ELLs?
- We do not offer language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?

- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently do not have a dual language program

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All teachers participate in professional development activities. Teachers who support ELLs 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. They attend network-based professional development sessions that are geared to increasing their skills and abilities to create literacy and mathematically enriched classrooms. A variety of strategies and techniques are used to make content comprehensible to the learner. Teachers are learning about Sheltered Instructional Observation Protocol as an approach to support language acquisition for students across the ELL spectrum. Teachers use the workshop model to deliver 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. teams of teachers across the school, including those supporting our ELLs, will focus their team work on looking the Common core Standards, creating performance-based tasks and examining student work. We will continue to work on building our students' vocabulary and promoting the decoding skills. Special attention to the expectations of the Language and Listening Standards of the CCLS prepares teachers to support students as they transition from elementary school to middle school.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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 read and discuss the books with their own children. Title III funds will be used to purchase books for the parents. Workshops will be conducted to deepen parents' understanding of the curriculum, goals and expectations for their children through sessions on ELA and Math Common Core Standards, Learning to use the ARIS Data System to monitor their children's attendance and academic progress, and a workshop on preparing their children for the NYS Tests including NYSESLAT. Learning Leaders Program also prepares and educate our parents in ways in which allow them to better serve as volunteers in our school. Social activities such as Zumba Dancing and Cookshop help to heighten parents' communications skills and to encourage their active participation in ongoing programs and resources. 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. Our Assembly Programs, Field Day and our Arts Festival Day are also used to promote and showcase our students' many gifts and talents so parents can bask in their children's achievement. Translation services at our programs are usually provided by bilingual speaking teachers on our staff. We make use also of translation services provided by the Translation Department of the DOE. During the school year, the PTA conducts a survey with parents regarding their needs, interests and skills. Our School Leadership Team conducts surveys with parents to determine their needs and view of the School. Ongoing conversations with parents during workshops, during meetings and conferences with staff, routine conversations at AM morning line-up and during dismissal times, conversations with PTA executive board members and administration provide insightful information into identifying the parents' needs and satisfaction.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Danny Kaye School

School DBN: 19K149

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Donald	Principal		11/15/13
Carlos DeGregorio	Assistant Principal		11/15/13
	Parent Coordinator		
Deborah Casselman	ESL Teacher		11/15/13
Racquel Almodovar	Parent		11/15/13
Isaac Askenazi	Teacher/Subject Area		11/15/13
Rose Medina	Teacher/Subject Area		11/15/13
Stacy Easton	Coach		11/15/13
	Coach		
Lorianne Strachan	Guidance Counselor		11/15/13
Lucius Young	Network Leader		11/15/13
Pu Zhang	Other		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K149** School Name: **P. S. 149 - The Danny Kaye School**

Cluster: **4** Network: **408**

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 collection of data:

Our data from the Home Language Survey shows the following:

Arabic 2 grd. 3; 1 grd. 4 = 3

Bengali 1 grd. 5 = 1

French 1 grd. 5 = 1

Fulani 1 grd. 4 = 1

Spanish 2 PK, 6 grd K, 15 grd 1, 15 grd 2, 18 grd 3, 18 grd 4, 16 grd5 = 90

Total other languages besides English = 7

Data and information regarding our families and students is shared with the school community during our Open House, Faculty Conferences, grade meetings, PTA meetings, and as new students arrive information is shared by our ESL Service provider and teachers in classes in which students are serviced.

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 the PTA meetings, school parent meetings, school letters, 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 for our Spanish population is predominately provided by parent volunteers and in house staff members. Other members of the staff, City Year/Americorp volunteers assist with oral translation at meetings and conferences with parents as necessary. Additional services are also provided by the DOE's Office of Translation as needed. The Office of Translation assists also with overall translation services. Chancellor's Regulation A663 is distributed in both English and Spanish at our September Open House for Parents. Translation and Interpretation posters are posted in the main lobby at all times. Timely translation is provided for all documents such as: Monthly newsletters, parent letters, school newsletters, circulars, and the monthly calendar. We also take advantage of the DOE documents sent to us in multiple languages.

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 intpretation is provided by a community consisting of our bi-lingual staff, ESL service provider, school aides, and parent volunteers. The Office of Translation is also contacted by our Assistant Principal to provide services if situations occur where we have no onsite translator.

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 our September Open House, the ESL service provider and Bi-Lingual Teachers informed 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 is Spanish, so all signs are posted in both languages.
- * Written communications from the DOE that are available in multiple languages are printed and sent home.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Danny Kaye School	DBN: 19K149
Cluster Leader: C. Groll	Network Leader: L. Young
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The majority of our ELLs struggle to gain English proficiency as measured by the 2012 NYS ELA Exam. According to our 2012 Progress Report, 47.8% of these students were at the 75th or higher Growth Percentile in ELA and 45.8% in Math. It is imperative that we strengthen our efforts to build English proficient students. To that end, our goal is to service all of our ELL students in grades 1 through 5. We hope to build the language skills of our students in grades 1 through 5 in order to prepare students to demonstrate language proficiency in ELA and Math. We will provide targeted language instruction to about 30 students in an Afterschool Program. The program will be held on Tuesdays and Wednesdays from 3 - 5 p.m. and will go on for about 10 weeks from January 29, 2013 through May 16, 2013. The language of instruction will be English. There will be one certified ESL teacher and two Elementary teachers working with the students. Materials to be used include the use of technology so students can self assess. Other types of materials will be purchased and used include varied reading texts, including children's periodicals. Students will be engaged in a RAZ Kids Reading Program where they are assigned books to read at their own beginning level and to track their progress. There are self assessment tools along with this program, to be used to monitor and build student achievement.

Part C: Professional Development

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

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

Begin description here: Teachers will participate in a professional study group that examines research-based instructional practices and models proven successful with English Language Learners (ELLs) so that these strategies can be incorporated into their small group instruction. Possible topics to be addressed based on students and teachers needs as they are identified:

- Vocabulary & language development
- Guided interaction
- Explicit instruction
- Modeling, graphic organizers (charts, graphs and figures), & visualization

Part C: Professional Development

- Physical involvement with language
- Modeled spoken language
- Sufficient wait time
- Hands-on activities

Participants in the training will include teachers participating in the afterschool program as well as teachers working with ELLs in their classroom. The study group will occur 1-2 times per month over a five month span. The administrative and network teams will facilitate the training.

Part D: Parental Engagement Activities

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

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

Begin description here: Frequent workshops and activities will be conducted to build our parents' awareness and to keep them informed so they can better support their children's learning. Monthly activities and workshops will vary to engage. Workshop topics focus mainly on ELA and Math. Activities include Curriculum Night; Literacy and Response Workshops; Game Night - Literacy/Math Games; Parent Attendance Support; Careers Day; Arts Festival; Family Field Day; and Parenting Journey. In addition, parents are strongly encouraged to accompany their children on field trips to learn alongside their children.

These workshops and activities will be primarily developed and conducted by our inhouse staff; Network Team; City Year - Americorp volunteers; the Gary Klinsky Program and other invited experts.

Parents are notified of all activities and workshops in English, Spanish, and Arabic - the main languages of our students. Materials will be translated in other languages as needed, if families speaking other languages are in our school.

Part E: Budget

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

Allocation Amount: \$

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