

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	19K149
School Name:	P.S. 149 DANNY KAYE
Principal:	YVETTE DONALD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Danny Kaye School School Number (DBN): 19K149
Grades Served: PreK-5
School Address: 700 Sutter Avenue, Brooklyn, NY 11207
Phone Number: 718-385-8666 Fax: 718-345-8118
School Contact Person: Yvette Donald Email Address: Yschoff@schools.nyc.gov
Principal: Yvette Donald
UFT Chapter Leader: Judith Huggins
Parents' Association President: Tonya Fleming
SLT Chairperson: Tonya Fleming and Rhonda Barrett
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tonya Fleming
Student Representative(s): N/A
N/A

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207
Superintendent's Email Address: JStalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2741

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston, Brooklyn, NY 11201
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yvette Donald	*Principal or Designee	
Judith Huggins	*UFT Chapter Leader or Designee	
Tonya Fleming	*PA/PTA President or Designated Co-President	
Rhonda Barrett	DC 37 Representative (staff), if applicable	
Tonya Fleming	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Shameka Freeman	Member/ Parent	
Rose Medina	Member/ Parent	
Geovanna Montes	Member/ Parent	
Pearl Little	Member/ Parent	
Lathea Thompson	Member/ UFT	
Yvonne Banks	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jewel Rambo	Member/ UFT	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S.149K is Title 1 elementary school located in the heart of East New York Brooklyn with 700 students from Pre-K through grade 5. The school population is comprised of 69% Black, 29% Hispanic, and 2% Asian students. The student body includes 10% English language learners and 12% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2013 - 2014 was 92%.

PS 149 is committed to creating a school of 21st Century learners and communicators who Reach Outstanding Achievement and Results (R.O.A.R)! In service of that vision, our mission is work with rigor, focus and a strong sense of purpose to enable our students to achieve high standards of excellence. Through our instructional guidance, and family service programs, we seek to assist our students to reach their full potential so that they may be better able to function in our increasingly technological society. Public School 149 is a dynamic school with a rich heritage on which we are building. We hope to use the arts to champion our children's talents, to challenge their energy, to nurture their spirits, to foster their skills and to showcase their accomplishments.

PS 149 has a large transient population, which poses several challenges for school community. Our systems and structures ensure that our school community addresses the needs of these challenges; thus we have several partnerships that we believe are essential to our success. In partnership with our Community Based Organization (CBO), Americorp, a.k.a City Year, all students are greeted with a warm and enthusiastic smile in the morning. City Year serves almost 100 students in a Tier 2 Academic Intervention After-school Program Monday through Friday, 2:20PM – 6:00PM. In addition to Tier 2 academic support, City Year also supports us in our Good Leaders, Good Decision school-wide program. Our CBO partner, Brooklyn Children Services (BCS), Klinsky, is an Out of School Time Program (OST). BCS, Klinsky, serves over 250 of our students from 2:20PM – 6:00PM. BCS, Klinsky also provide social service supports for our families, including family counseling, parenting strategies and support, housing among other things. Our other partnerships ensure that our students, families and teachers have opportunities to learn and expand their practices, respectively. For example, our STEM program, Arch for Kids, provides after school enrichment experiences for our first and second graders. Step Up to Man Up, Inc! provides college and career skills and strategies for our young boys; and Educational Alchemy provides similar services for our girls. Our partner Accelerated Literacy Learning, Teacher's College, Medgar Evers' College Pipeline Program and Brienza support our teachers with literacy and math curriculum development and expanded instructional practices.

In spite of our challenges and as a result of our strong systems and structures, PS 149K is a school on the rise! We are excited to note that we have made big improvements over the past several years. Our theory of action for gradual and consistent school improvement centers on interactions between our standards-based curriculum, research-based instructional practices and dynamic community. Thus, our laser like focus on curriculum has resulted in increases in the number of students meeting promotional criteria from June of 2013 to June 2015. In June 2013 we have 25% of our students meeting promotional criteria in ELA and 42% in math. In June 2014, we had 45% of our student meeting promotional criteria in ELA and 58% in math. As of this year, June 2015, we have 72% of our students meeting promotional criteria in ELA and 76% in math. Our focus for the 2015-2016 school year will continue to be on rigorous curriculum, teacher collaboration and research-based instructional practices that challenge and engage students in learning.

19K149 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	697	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		91.3%	% Attendance Rate	90.1%
% Free Lunch		92.0%	% Reduced Lunch	3.9%
% Limited English Proficient		7.7%	% Students with Disabilities	15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	66.7%
% Hispanic or Latino		29.9%	% Asian or Native Hawaiian/Pacific Islander	1.6%
% White		0.9%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		9.8%	Mathematics Performance at levels 3 & 4	20.4%
Science Performance at levels 3 & 4 (4th Grade)		84.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on the 2014 New York State exam data indicated that 11% of our students could read and write at proficiency and 20% could do math at proficiency. A deeper analysis of the math data surfaced students’ need to strengthen their fluency of multiplication and division facts, expand their explanation of their mathematical thinking, and deconstruct and solve multi-step word problems. Analysis of the ELA data surfaced a need to focus on drawing conclusion and inferencing across a variety of genre and determining the main idea of complex text.

Based on the 2014 New York State ELA Exam

- 9% of the students in 5th grade were on or above grade level
- 38% of the students in 4th grade were on or above grade level
- 10% of the students in 3rd grade were on or above grade level

Based on the 2014 New York State Math Exam

- 39% of the students in 5th grade were on or above grade level
- 48% of the students in 4th grade were on or above grade level
- 42% of the students in 3rd grade were on or above grade level

Review of the 2014-2015 teacher observation data indicates that our teachers struggle with engaging student in high level discussions using higher order thinking questions. In addition, our school survey data indicates that we need to work on the social emotional needs of the members of the school community and strengthen the school-family connections.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the percentage of students achieving levels 3 and 4 in on ELA and math tasks and exams will increase by 5% by implementing a rigorous curriculum aligned to the CCLS.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • PD for teachers CCLS in ELA and math to deepen their understanding of statewide expectations for students • Administer baseline ELA and math assessments in October 2015 to determine what students know and can do in relationship to the CCLS expectations • Teachers will use data from ELA and math baseline to inform curriculum and instruction • Teachers will modify ReadyGen and Go Math! lessons to embed higher DOK level questions • Administration will use data from ELA and math baseline to inform targeted after school and Saturday school instructional groups • Teachers will engage in 2 Teacher Team structures: one to monitor and revise learning experiences aligned to the CCLS expectations; another cycle will be focused on the development of literacy and math practices across the school 	<p>Teachers; Paraprofessionals; School Aides; School Based Support Staff; Students; School Lowest 1/3; STH; Parents</p>	<p>September 2015 – June 2016</p>	<p>Coach, Assistant Principals, Principal, Instructional Leads, BFSC Instructional Support Staff, Common Planning Time, Consultant Coach; BCS Gary Klinsky;</p>

<ul style="list-style-type: none"> • Instructional Leads will attend school-based curriculum team PD and turnkey information to other teachers on their grade • Extended cabinet (Teacher Leader) meetings will focus on analyzing coherency between CCLS aligned tasks across the grades • PD will focus on Danielson components 1E and 3B and how to support students in using evidence to support a response in both ELA and math. • Teachers will continue to unpack the CCLS mathematical standards • Math curriculum team will gather and share research-based strategies such as Tell It, Show It, Explain It with all teachers across the grades. • The data team will gather and share Beginning of Year, Middle of Year and End of Year math data with teachers • Before and after school programs will provide Tier 1 and Teir 2 support to specific subgroups of students, including students with disabilities, English language learners and students in temporary housing • Monthly celebrations and parent lucheons/meeting with families and staff highlighting every day math strategies • Academic Intervention Support counseling for students • RazKids • AfterSchool Academy • Before School Academy • Saturday Academy 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly common planning time; Weekly professional development; bi-weekly parent workshops; Per Session Morning Academy, After School Academy, Saturday Academy, Family Counseling; Student Counseling; Curriculum Development											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, implementation of a rigorous ccls- aligned math curriculum along with ongoing professional development and strategic use and analysis of F&P running records, benchmark periodic assessments in ELA and math, unit test, and observations will enable teachers and administrators to assess students’ progression towards meeting the June goal											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

While our schoolwide attendance has increased from 91% to 92%, further analysis of our attendance data indicates that our Students in Temporary Housing (STH) population, as a sub-group, has a less than 90% attendance rate. Also, our students with disability, particularly in lower grades, have a less than 90% attendance rate. A deeper dive into the attendance percentages indicate that several of our students with low attendance also have social-emotional challenges that negatively impact their classroom experiences. Connectedly, their parents are our most emotionally fragile and untrusting of us, as they have had several untrusting relationships in the past. Review of our data revealed that during days and months when students are heavily rewarded and incentivized, their attendance is higher.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the student social and emotional development will be enhanced by engaging in school-wide positive behavioral interventions—Project (Learning Over Violence Every time) 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 92% to 93% and decrease negative behaviors noted in OORS by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • The services of all school personnel including the guidance counselor, Child Study Team, Parent Coordinator and family assistants will be utilized to communicate with parents the importance of attendance. • Use of call/messenger service to alert parents of children’s absences • Designated United Federation of Teachers’ (UFT) contractual days (Tuesdays) are used for face to face and phone meetings with parents regarding student attendance and related missing work • Home visits/ community outreach – Parent Volunteers and Family Assistants • At Parent-Teacher Association (PTA) meetings- recognize parents and families with good and improving attendance • Monitor chronic absenteeism daily, weekly and monthly; and host community meetings with a “Coffee Hour”. • Use of Americorp, City Year, members to contact parents daily and mentor students with chronic absent/late records • Working closely with Community Based Organization’s (CBO) and other community 	<p>Teachers; Paraprofessionals; School Aides; School Based Support Staff; Students; School Lowest 1/3; STH; Parents</p>	<p>September 2015 – June 2016</p>	<p>Coach, Assistant Principals, Principal, Instructional Leads, BFSC Instructional Support Staff, Common Planning Time, Consultant Coach; BCS Gary Klinsky;</p>

agencies to provide support services for parents.

- Asthma ambassador to work closely with the school nurse to monitor students with asthma.
- Weekly incentives/awards to build esteem and attendance of focus group
- Bulletin Board dedicated to monitoring attendance of focus group
- Parent meetings and luncheons
- The Use of City Year Corp members to greet and direct students on the staircases in the morning.
- Continue to promote student attendance with incentives such as: Monthly Attendance Celebrations, School spirit T-shirt, weekly and monthly breakfast with families and administration and guidance counselors.
- Classroom and school wide incentives for high attendance rates.
- Reward students who are on the chronic absenteeism list that are showing improvement.
- Provide monthly rewards to students with good attendance
- Monthly grade team letters to parents regarding importance of instructional days within a unit
- Provide additional guidance via youth development team to support students in temporary housing
- Provide bi-monthly activities and events for our most fragile families, STH, to incentivize coming to school on a daily basis
- Parent Coordinator and guidance will receive training from the network level to gain additional insights and resources to help in improving attendance.

<ul style="list-style-type: none"> Engaging in festivals, assemblies, classroom celebrations, celebratory trips, Mother-Daughter and Father-Son celebrations, family retreats, staff and student community building retreat in order to address the social-emotional needs of students, families and staff. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The Youth Development and Attendance Teams and Parent Engagement Committee will analyze the monthly attendance data, student behavior data and parent engagement data this data will be graphed and certificates will be produced to acknowledge those students with 100% attendance for the month and improved attendance. We will also host Student of the Month assemblies, host school celebrations, trips and family celebrations to honor those students, staffers and parents who embody the tenets of Project L.O.V.E.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

All of our teachers are scheduled for a minimum of two collaborative team meetings a week. Grade leaders lead the learning across the grade, which includes analyzing student academic and behavioral data. Teachers also meet on Mondays and Tuesdays in whole group and grade team professional learning experiences. Review and analysis of observation data indicate that there is consistency of practices across classrooms. However, analysis of 2013-2014 student performance data, NYS exam and NYC performance bundles indicated that over 55% 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.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in the number of students performing at proficiency on benchmark assessments in ELA and math.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
Provide professional development on teaching strategies to support reading comprehension.	Classroom Teachers	Sept. 2015- June 2016	School Administration, Parent Coordinator, Lead Teachers, Borough Field Office Support

<p>Provide professional development on the use of writing to support and assess reading</p> <p>Provide professional development in developing and using CCLS aligned rubrics for CCLS performance based tasks</p> <p>Provide professional development on creating/adapting tasks on DOK level 3 or 4</p> <p>Align the curriculum to the CCLS scope and sequence and plan and implement common core aligned curriculum and integrate instructional shifts that focus on building strong foundational skills, academic language, promote critical thinking through reading, writing, listening and speaking.</p> <p>Provide feedback to students on targeted skills and support students to self and peer assess</p> <p>Engage in the cycle of analyzing student data and work products and using the findings to create, differentiate and modify instruction for groups of students and individual students.</p> <p>Collaborate to develop rigorous ELA tasks which will scaffold student skills, through targeted small group instruction, with support through use of word walls, and student interaction and discussion, for language support.</p> <p>Use of data to monitor student performance. (Administrators, teacher teams and instructional cabinet will:-</p> <p>Analyze prior state test data, MOSL baseline data and other baseline data to identify the needs of students</p> <p>Collect and analyze end of unit assessment data and benchmark data to monitor impact, identify the needs of students and adjust strategies and instruction with a focus on the lowest third in each class</p> <p>Foster student to student discussion; encourage student engagement through responding and extending their thinking, crafting questions for clarity and elaboration of their thinking.</p>			Center Literacy Achievement Coaches
<p>There will be a morning enrichment academy to provide supplementary instruction in literacy.</p> <p>AIS teachers will provide additional support to the lowest 1/3 in the area of writing</p>			

<p>Providing materials and training to parents to support them in working with their children to improve their proficiency levels in ELA</p> <p>Coordinating CCLS parent workshops that are facilitated by our parent coordinator, administration and outside professional developers.</p> <p>Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress by sharing the common core standards with parents at conferences and at common core parent workshops.</p> <p>Through School Leadership and PTA Meetings, parents work collaboratively with the School Leadership in planning and making decisions that support the education of their children</p> <p>Through School Leadership and PTA Meetings, parents work collaboratively with the School Leadership in planning and making decisions that support the education of their children</p> <p>Partner with the Family and Community Engagement (FACE), Borough Director of the Students in Temporary Housing, Parent Academy Parent Institute, Community –Based Organization (CBO) – Brooklyn Children Services (BCS) to provide training to parents and staff to support our school community</p> <p>Sharing information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand.</p> <p>Supporting parents through workshops on how to use technology to work with their children at home.</p>	All Parents	Sept. 2015- June 2016	School Administration, Parent Coordinator, Lead Teachers, Borough Field Office Support Center Literacy Achievement Coaches

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Weekly Common Planning Time, Weekly Professional Development, Weekly Parent Outreach, Morning, After-school and Saturday Academies, Professional Development Retreats, Curriculum Development; Social Emotional Growth Strategy and Skills development</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

BY February 2016, teacher teams will modify six revised ELA units of study and assessments aligned to CCLS.

By February 2016, students in grades 2 – 5 will show improvement in writing responses by moving up at least one rubric level.

By February 2016, all teacher observation reports will implement use of student-student discussions to demonstrate their thinking.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In response to 18% of students at proficiency in ELA and 30% in math, administration has established focused improvement plans in an effort to increase student outcomes. Teachers are provided with structured learning times for collaborative conversations during common planning meetings. Bi-weekly and monthly content area meetings, along with Grade Leader meetings serve as professional learning opportunities for teachers to analyze gaps in students learning. Teacher observation data indicate that teachers continue to struggle with aspects of the Common Core Learning Standards’ (CCLS) instructional shifts. According to observation data, 50% of teachers need to further strengthen content area knowledge and pedagogy and planning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 60% of teachers will increase their understanding of the instructional shifts in literacy and math as measured by a 1 level movement on the Danielson Framework in Designing Coherent Instruction and Engaging Students in Learning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Engage teachers in learning experiences that enables them to:</p> <ul style="list-style-type: none"> • Create or modify units and lessons that follow the workshop model and integrate the CCLS instructional shifts • Strengthen the alignment between the learning experiences for students and the lesson outcomes. • Strengthen knowledge of content area pedagogy and content • Strengthen knowledge of students' developmental learning needs 	<p>All teachers, staff and parents</p>	<p>September 2015 – June 2016</p>	<p>Coach, Assistant Principals, Principal, Instructional Leads, BFSC Instructional Support Staff, Common Planning Time, Consultant Coach; BCS Gary Klinsky;</p>
<p>Engage parents in experiences that allow them to:</p> <ul style="list-style-type: none"> • Deepen their understanding of the ccls learning expectations • Understand appropriate learning behaviors and ways to support them at home • Learn strategies to strengthen their child's understanding of the ccls 	<p>All parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator, Teachers, Administration, Support Staff, Guidance Counselor, Coach, BCS Gary Klinsky, Americorp City Year</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Weekly Common Planning Time, Weekly Professional Development, Weekly Parent Outreach, Coaching during Morning, After-school and Saturday Academies, Professional Development Retreats, Family Meetings and Outings, Curriculum Development, Social Emotional Growth Strategy and Skills development											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, 45% of teachers will have made a 1 level improvement on their Danielson based evaluation.											
By February 2016, 5% of parents will have engaged in experiences that increase their understanding of the ccls instructional shifts											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2014 School Survey report demonstrated a need for the school offer a wide range of extracurricular activities and services that support and address the learning needs of students and parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase of parent participation and attendance in school, explicit and implicit, learning events that focus on the cc instructional shifts, as evidenced by attendance sheet.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Maintain and establish structures for parental involvement:</p> <ul style="list-style-type: none"> • Use the SLT structure to foster a decision-making partnership with parents 	<p>Parents and students</p>	<p>September 2015 – June 2016</p>	<p>School Administration, Parent Coordinator, Guidance Counselor, Teachers, Staff, City Year, Klinsky</p>

<ul style="list-style-type: none"> • Monthly parent meetings • Breakfast and Lunch with the principal • Family Counseling sessions • Mommy and me learning sessions • Monthly Grade-based Newsletters • Monthly calendar of key events from Principal • Cookshop with Parent Coordinator and Guidance Counselor • Family math and literacy nights • Family assemblies –Bringing Books to Life • Family Movie Night—ccls listening and speaking standards in practice • Family Socials • Nutrition and ESL Workshops • Parents as Partners in Reading • Learning Leaders Volunteers • Emergency Preparedness/ CPR 			
<p>Maintain and establish structures for student participation:</p> <ul style="list-style-type: none"> • Utilize student council and student government • Enrichment Clubs • Program for the arts, visual, instrumental and vocal • Spelling Bees • Story Telling • Technology Squad 	Students	September 2015 – June 2016	CBO Partners, Teachers, Administration, Staff, Guidance Counselor, Parent Coordinator, PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Coordinator, Partnership with CBO and other vendors, School-based staff

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

By February 2016, we expect the following:

- Increased attendance at parent meetings by 10%
- Increased student attendance by 5% from the year before at this time
- Decreased OORS incidents
- Five percent increase in the number of parents that believe that we have engaged them in authentic partnerships, as evidenced by school-based parent survey

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Students are selected for AIS using a variety of ways:</p> <p>NYS Exam scores,</p> <p>Performance Level on content area rubric,</p> <p>Fountas and Pinnel Running Record Data,</p> <p>Gates MacGinite assessment results, PID, Periodic Benchmark Assessments, and Scoring a level 2 on teacher-created assessments</p>	<p>Cluster, enrichment and AIS 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, four days a week.</p> <p>A group of teacher use guided reading, interactive writing and word study to target the needs of groups of students.</p> <p>After school and Saturday school targets Tier 2 students in grades 2 - 5</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>Students are selected for AIS using a variety of ways:</p> <p>NYS Exam scores,</p> <p>Performance Level on content area rubric,</p> <p>Go Math Benchmark Assessments, PID, Periodic Benchmark Assessments, and Scoring a level 2 on teacher-created assessments</p>	<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>Students are selected for AIS using a variety of ways:</p> <p>NYS Exam scores,</p> <p>Performance Level on content area rubric,</p> <p>Periodic Benchmark Assessments, and Scoring a level 2 on teacher-created assessments</p>	<p>During classroom periods, Science is addressed through read -alouds .</p> <p>Assessing students through observations, and end-of-unit assessments.</p> <p>Using an inquiry based approach to focus on concepts development one period per week. Preparation for the fourth grade NYS Test in May 2015 and June 2015</p>	<p>Three 50 minute sessions per week</p>	<p>Services will provide during the school day</p> <p>Services will provide during the school day</p>
Social Studies	<p>Students are selected for AIS using a variety of ways:</p> <p>NYS Exam scores,</p> <p>Performance Level on content area rubric,</p> <p>PID, Periodic Benchmark Assessments, and Scoring a level 2 on teacher-created assessments</p>	<p>Specific classes are provided a deep dive into the writing process using the social studies content. Focus across grades 3 – 5 on analyzing primary source documents to support comprehension of non-fiction text</p>	<p>Three 50 minute sessions per week.</p>	<p>Services will provide during the school day</p>
At-risk services (e.g. provided by the Guidance Counselor,	<p>Students are selected for AIS using a variety of ways:</p>	<p>Counselor provides counseling services as needed to</p>	<p>Small group, one-to-one counseling, pull-out, push-in,</p>	<p>During the school day, before school,</p>

<i>School Psychologist, Social Worker, etc.)</i>	Teacher recommendation, Online Occurrence and Reporting Data (OORS), Parent Request, Scoring level 2 or below on class assessments,	students experiencing social, emotional, and academic difficulties	afterschool and on Saturdays, as needed	after school and on Saturdays
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<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 Professional development sessions focused on deepening understanding of CCLS, revising curricular tasks and research-based pedagogical practices. 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 inter-visitations will serve to norm and strengthen teachers' understanding of effective practice o Targeted professional development is provided by consultants and lead teachers for teachers with specific areas of struggle. <p>Funding has been set aside to build the skills of those teaching who may not meet the requirements for their assignments</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<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 appropriate entry points to support and enhance instruction for all learners.

o One-on-one support with consultants from Brienza, ALL and Educational Alchemy.

o Professional development provided by lead teachers, guidance counselors, administration and consultants.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

♣ Parents will be provided workshops on special education

♣ Parents will be provided workshops on learning expectations

♣ Meetings with preschool to gather data on student

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Extended instructional cabinet (Grade Leader Team), curriculum and professional development 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	568,639.00		
Title II, Part A	Federal	191,594.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,095,205.00		

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **PS 149**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 149** 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

PS 149 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Public School 149</u>	DBN: <u>19K149</u>
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
Total # of ELLs to be served: <u> </u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>4</u>

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: _____

Our results on the 2013-2014 NYS ELA Test shows that only 3% of our ELL population in grades 3-5 were able to achieve a level three. The same scores show that only 6% were able to achieve a level two, with 91% scoring at level one. It is crucial that we strengthen our efforts and help students build a solid foundation for academic growth. Our goal is to tailor instruction to assist students who are underachieving.

The goal is to service Beginner and Intermediate level ELLs in grades 2 through 5. We hope to strengthen the skills of students in grade 2 so they can make progress during the academic school year. We hope to target grades 3, 4 and 5 and build their confidence and knowledge, so they can achieve standard levels on the NYS ELA and Math exams. The program would include about 30 students in grades 2 through 5.

P.S. 149 would like to conduct an afterschool program targeting these students. The program will be held on Wednesdays and Thursdays from 2:30-4 p.m., starting in January and ending in April.

The language of instruction will be English. There will be one certified ESL teacher and one elementary teacher from grades 2, 3, 4, and 5 working with the students. The ESL teacher will spend 20 minutes working with each of the four groups. From 2:30 to 2:50, the ESL teacher will be with the 2nd grade; 2:50 to 3:10 with the 3rd grade, 3:10 to 3:30 with 4th grade, and finally 3:30 to 3:50 with the 5th grade. The materials used in this program will consist of technology, this will allow students to self-assess and make improvements as they grow. Students will be engaged in RAZ Kids Reading Program where they are assigned books to read at their level of proficiency and track their progress as they advance. The tools in this program will allow students to monitor and build on their achievement. Additionally, students will use Readinga-z which will allow teachers to provide reading materials according to their students' levels of proficiency. In addition to focusing on reading and comprehension, students will also have subscriptions to math online/think central, and interactive and animated math games.

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: _____ Title III teachers will be a part of professional development that will be available for them from September to June. The ESL teacher will meet with the ELA curriculum team twice per month, as well as the math curriculum team. The teachers will spend 80 minutes sharing strategies for our ELL students. The teams will meet again the following week on Tuesday to discuss the success and challenges of the strategies that were implemented in class.

A framework for instruction: differentiated instruction; analyzing and utilizing data, Common Core Learning Standards- ELA and math; creating curriculum maps; differentiating instruction to meet the needs of the ELL population. In addition, support is provided to all staff members by our on-site Literacy Coach. Our ESL teacher will attend workshops designed to benefit ESL students, and will turn key learning to grade leads.

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: _____

The school will conduct workshops and activities to build on ELL parents' awareness, and to keep them informed so they can support their children's learning. Monthly activities and workshops are varied to pique their participation. The topic will focus on both ELA and math. Tentatively, we will be beginning our parent workshops the beginning of November. One topic will be , "Helping with Homework". Similar topics will follow, such as: Reading at home, how to study for a test, and test taking strategies.

Activities will include Curriculum Night; Literacy and Response Workshops; Game Night-literacy/math games; Parent Attendance Support; Career Day; Literacy in Class Celebrations; Arts Festival and Family Field Day. In addition, parents are encouraged to accompany their children on field trips to learn alongside their children.

These workshops and activities are developed and conducted by our in-house staff; Network Team; City Year-Americorp Volunteers; the Gary Klinsky and Groundwork Agencies and other invited experts. ELL parents will receive notification of all activities and workshops in English, Spanish, and Arabic- the main languages of our students. Materials are translated in other languages as needed, if families speaking other languages are in our school. Translators are available when requested by the parent.

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. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

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 ENL teacher, and one parent.

Principal Yvette Donald	Assistant Principal Carlo DeGregorio
Coach Ms. Stacy Easton	Coach
ENL (English as a New Language)/Bilingual Teacher Naila Huda	School Counselor Lorianne Strachan
Teacher/Subject Area Isaac Askenazi	Parent Rose Medina
Teacher/Subject Area	Parent Coordinator Donna White
Related-Service Provider S. O'garro	Borough Field Support Center Staff Member
Superintendent Joyce Stallings-Harte	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	664	Total number of ELLs	58	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" 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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	9
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	56	1	6	2	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

**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	
	ELL	EP	ELL	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

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3	11	11		10	9								0
Chinese														0
Russian														0
Bengali			2			1								0
Urdu														0
Arabic		1	3	3	2	1								0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	3	2		3	1								0
Emerging (Low Intermediate)		5	4		4	1								0
Transitioning (High Intermediate)		3	1		2	1								0
Expanding (Advanced)	2	1	9	3	5	7								0
Commanding (Proficient)			2	1	1	4								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			2	2	3	4								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8				0
4	9	2			0
5	7	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	6	3	2						0
4	7	1	3						0
5	3	2	2	1					0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools our school uses include: NYSITELL, Spanish Lab, NYSESLAT, Fountas and Pinnell, and unit tests. An analysis of the data showed that 5% of the ELL students 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, Reader's Theatre, Reading A-Z and Raz-Kids. 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 ENL instructor in collaboration with the classroom teachers are able to use differentiated instruction and organize the flexible groupings.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 one. This information is consistent with their performance on the NYSESLAT Reading/ Writing modalities. Specifically, data patterns across proficiency levels identified on the NYSESLAT and NYSITELL indicate the following: Almost 60% of ELLs showed improvement on the NYSESLAT from 2013 to 2014. About 30% of our ELLs either tested proficient or moved up to the next level. Across the grades; 43% of our students have shown improvement in the listening modality, about 70% have shown improvement in the speaking modality, another 43% showed improvement in the reading modality, concluding with almost 40% of ELLs showing an improvement in writing. Our new ELL students showed the lowest proficiency levels as they need time to build academic vocabulary and acquire language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Annual Measurable Achievement Objectives is used to assist the school in placement of students in specific homeroom classes. We are attempting to place ELL students in a single homeroom class per grade. This data is also used by teachers to direct lesson planning and develop strategies to enhance student achievement in all content areas. This also helps teachers support staff in strengthening students' weaknesses.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Patterns across the NYSESLAT modalities help us identify areas of strengths and weaknesses in reading comprehension and writing. The ENL instructor, in collaboration with the classroom teachers, will plan lessons to address students' individual needs. These lessons will be taught in both a push-in/pull-out model. The ENL instructor will confer with the students to determine their learning goals, identify their areas of improvement, and discuss strategies that meet individual student needs across the curriculum/content areas. Our data shows that students in the testing grades receive higher scores on the periodic assessments; this would indicate that students build proficiency as they are exposed to academic instruction and the English language. The home language is used in the classroom to provide assistance to newly admit or beginner level ELLs. Students who are fluent in both English and their native language provide translation services, in addition to academic support, to students who are still building proficiency in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
The school uses data to group the students into tiered groups (high, medium, low). The classroom teacher provides small group instruction using the core curriculum. The ENL instructor uses a research-based program to provide additional instruction based upon students' needs. Based on this data, students are invited to take part in our after school enrichment program and our Saturday Academy. During this time, students receive individualized instruction in ELA and math.
6. How do you make sure that a student's new 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 student work performance in the classroom and in small group sessions; and an analysis of test results including periodic assessments, running records, unit writing assessments, Go Math! pre/mid/post chapter assessment, beginning/middle/end of year assessment, NYSESLAT and practice tests.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

We currently do not offer dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
An analysis of our NYSITELL and Spanish-Lab data over the past three 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 three years indicate that out of the 17 students who have been in our school for the past three years, and continue to receive ELL services; 47% are on an advanced level, with another 47% on the intermediate level, concluding with 6% who are still on a beginner level. The data across the grades indicate what all TBE/ELL students across the grades show-that student progress in the Speaking/Listening modalities of the NYSESLAT assessment has plateaued within a two year period. The students' oral and overall skills show they have moved from the intermediate level to advance categories of performance on Listening/Speaking assessments. However, this pattern is not repeated as we analyzed students' performance on the Reading/Writing modalities. The students seem to need at least four years to attain proficiency on these modalities.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
New students to the Department of Education, and those who have been outside of New York state for more than two years, will be administered the Home Language Identification Survey by our certified ENL instructor. If the HLIS is administered in English, the student will not be eligible to take the NYSITELL. If the HLIS is administered in a language other than English, our ENL instructor will interview both the parent and the student in the language of their preference. Based on the interview and the proficiency of student's academic language, the student may or may not be eligible to take the NYSITELL. As noted, parents may request a re-identification process/review within 45 days of enrollment.

If a student qualifies to take the NYSITELL and scores less than proficient, student is identified as an ELL. In addition to the NYSITELL,

Spanish speaking students will also take the Spanish LAB. This will indicate student's proficiency in their native language and will assist the teacher in identifying the student's strength and weakness. Once the test is administered within five school days from 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 parents' native language with the assistance of translators, whether in-house or with the utilization of the Translation unit. At the parent orientation, the parents are informed of the programs available for their children in the NYC Public School System. The parents complete the Parent Survey and Program Selection form. Based on the program choice, the students are placed 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 ENL program per parent's choice and the data from the NYSITELL. During the school year, the RLER report in the ATS data system is frequently generated and monitored by our testing coordinator and LAP team 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 allotted time frame. The results of the students' performance are received in the school around August. Based on the results of the NYSESLAT, the NYSITELL, and parent choice, the students are placed in the appropriate 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 scored at the proficient level will receive letters informing parents that ENL services will no longer be required, even though students will receive support and ELL testing accommodation for the next two years.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 days from initial enrollment to make SIFE determination. This commences from the completion of the HLIS where parents are asked to provide information on prior schooling. If there is any evidence of inconsistency, the SIFE Identification Process will continue for newly admit ELLs in grades three to nine, who have scored beginner or low intermediate level of proficiency on the NYSITELL. Students are then administered an oral interview. Students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish are administered the Literacy Evaluation for Newcomer SIFE. Initial SIFE status is determined within 30 days of enrollment, however, schools have up to one year to make final determination of SIFE status. SIFE status is removed when an ELL scores intermediate/transiting level of higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The school will utilize the assistance of the Language Proficiency Team for students who have an IEP and a home language other than English. The team will review and discuss student's English language development. If the LPT recommends the student to take the NYSITELL, students will continue with the ELL Identification Process. If the LPT recommends the student not take the NYSITELL, the decision is then sent to the principal. The principal will review evidence of student work and determine eligibility for the NYSITELL. If the principal should decide the student to take the NYSITELL, ELL Identification Process continues. If the principal determines the student not take the NYSITELL, the superintendent, or designee for review, will receive principal's determination. Parent or guardian is then notified within three days of the decision. If the superintendent determines the student should not take the NYSITELL, parents are notified and ELL Identification Process terminates.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

When the NYSITELL scores indicate ELL status for our students, our ENL instructor will distribute entitlement and non-entitlement letters in parents' native languages. For languages other than English, this is done with the assistance of the Department of Education translation unit or in-house translation. Letters are distributed to individual students to take home and submit to their parent. The assistant principal calls to ensure that all parent are adequately served.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A student who has gone through the ELL Identification Process may be eligible to go through the ELL Re-Identification Process. The Re-Identification Process will allow an opportunity for the school, parent, or student to request the ELL identification Process be administered a second time due to misidentification. Parents will be informed of their right to appeal ELL status through letters that will be distributed at the beginning of the school year. Our ENL teacher will ensure that parents are informed of their right to appeal ELL status, whether their child was identified as an ELL or non-ELL.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
In the cases of newly enrolled ELLs, our ENL instructor will reach out to parents and offer an orientation. This orientation, which will be available in the parent's language preference, will provide information about the three ELL programs offered in New York City. Parents will view the Parent Orientation Video, which will give them an understanding of the program choices. During this time, our ENL instructor will record parent attendance, participation of staff, and use of translation services. During the orientation, parents will also receive information about students' academic goals, Common Core standards, in addition to assessments used by the school. At the conclusion of the orientation, parents will complete a Parent Survey and Program Selection form in the language of their preference. Parents will have the option of completing the form at the end of the orientation, or will be asked to return the form within five school days.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The parents are asked to return the form within five school days. During this time, the student will be placed in an ENL program. The school will reach out to parents by calling the number that was provided in order to collect the form and record parent choice. The school will ensure to document the attempts made to gather the forms from the parents.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school will monitor the Parent Survey and Program Selection forms by the names of newly enrolled ELLs. The students who were eligible for the NYSESLAT, and scored under proficient, will have their names recorded on a list. The ENL instructor will record when a parent of a newly enrolled student returned the appropriate forms. In cases where the form was not returned, the school will reach out to the parent to determine their preference.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school ensures that parent notification letters are distributed as soon as the Parent Survey and Program Selection forms are completed. Records will be kept and maintained that parents are notified when their child is placed in an ELL program, the duration, and will be given information on who to contact should they have any questions.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The administration in the building retains all ELL documentation. These documents are stored securely, and are available when needed. In addition to the administration retaining documentation, the ENL instructor will also hold copies of all documentation. This was also be kept in a secure location ensuring that student information remains confidential at all times.
11. 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 testing coordinator, in collaboration with the ESL instructor, will review the students' eligibility for the NYSESLAT. They then print out eligibility documents from ATS. Once this has been completed, a schedule is created and classroom teachers are notified several days before the testing window so they can make adjustments to their lesson planning. Classrooms that are used for testing are prepared as per NYC and NYS guidelines. On the first day of testing, within the State Testing Window, the teachers gather their materials from the testing coordinator, and gather their students and bring them to the designated testing rooms. At the end of each test session, the materials are collected; the booklets and answer documents are collected and documented. All sections of the modalities are administered according to the guidelines set forth to the schools.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
When the school receives the updated NYSESLAT test scores, the data is analyzed to identify those that need to continue ELL services and those who have tested proficient. Those who require additional services will continue ENL services. At the beginning of the school year, those who are identified as needing additional support will receive letters to take home to their parents. This will be done early on in the school year as possible.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey and Program Selection form, 100% of the parents choose ENL as their preference.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

P.S. 149 has a population of 696 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 select ENL, therefore we offer ENL services to all our ELL students this year. Supplemental programs for our students include our After School Enrichment Program, Saturday Academy, Gary and Klinsky Afterschool Program. At P.S. 149 our teachers are highly qualified and they use a wide range of instructional strategies to meet the needs of our students. Students are provided ENL services as both push-in and pull-out program based on level of performance on the NYSESLAT and identification. The students are clustered and may be pulled from three or four different classrooms. For example, students in grades one and two are pulled together by the ESL teacher if they are all beginners. There are approximately 69 ELL students. These students receive from 360 minutes to 180 minutes of ELL instruction per week, based on their proficiency level. Learning activities build on the richness of 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 content areas. Higher Order Thinking Skills (based on the DOK) are emphasized and the print rich classroom environment reflects the student's culture and languages. Cognitive academic skills such as critical thinking, 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, Reading A-Z, Raz-Kids, differentiation of instruction, small group and individualized instruction. Leveled books in classrooms reflect topics in all the content areas (math, science, and social studies).

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 concept. Spanish math text materials are used with those students who need additional support. Technology including the use of internet resources such as Starfall, Raz-Kids, ABCYA, 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 ENL instructor will push-in to support those students with special education in their classroom. For our beginner ELLs with disabilities, the ENL instructor co-plans 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. To supplement our students' growth both socially and academically, our ELL students are invited to become members of Little Kids Rock and Glee. These are extra-curricular activities that involve music and singing. This past year we have seen a growth in these students, since they learned to sing in English. Another extra-curricular activity is HERstory. This program is available to girls, and enhances their social/emotional growth.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure the mandated number of instructional minutes are met for each proficiency level in ENL services, the staff organizes for 100 minutes blocks. This structure facilitates the delivery of ENL instruction; 360 minutes for beginners and low intermediate level ELLs, 180 minutes for intermediate and advanced level ELLs, and 90 minutes for ELLs who scored proficient on the NYSESLAT. Based on the five proficiency levels for ELLs, students are provided with instructional support. Beginner/Entering ELLs are entitled to 360 minutes of ENL services; 180 minutes will be allocated to standalone ENL, while 180 minutes will be integrated ENL/ELA. Low intermediate/Emerging ELLs will also receive 360 minutes of services; 90 minutes of standalone ENL, 180 integrated ENL/ELA, with an option of 90 minutes standalone or integrated ENL/ELA. Intermediate/Transitioning level ELLs are provided with 180 minutes of ENL services, 90 minutes of integrated ENL/ELA, with an option of 90 minutes standalone or integrated ENL/ELA. Advanced level students are provided with 180 minutes of ENL services; these minutes will be allocated to integrated ENL/ELA. The last group of

students are those who received a score of proficient on the NYSESLAT. Although these students are no longer an ELL, they are given 90 minutes of ENL/ELA services per week.

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

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 ELL work result in additional support in the form of increased scaffolding, graphic organizers, multiple turn and talks, explicit vocabulary instruction, among others.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 Response (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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 instructional periods to support their learning needs. At this time we have two SIFE students. As students are permitted to the school, our Registration Team has a conversation with the parents to gain a full understanding of the child's need. The Family Assistant/Attendance Teachers make home visits and phone calls to keep in touch with families to ensure that students come to school every day. Based on their age, these students would be enrolled in extended day programs including Afterschool and Early morning tutoring, subject to funding. Newcomers receive differentiated instruction as they are grouped on the basis of their educational needs. Those needs are aggressively tagged and addressed through academic intervention and increased ESL instruction. Students who are new to the U.S. are provided with ESL 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, Saturday Academy, and the Klinsky - afterschool Programs provide enrichment, homework help, 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 numerous workshops held throughout the year. Letters sent to parents are translated into native language either by in-house translation or the DOE translation unit. Ongoing analysis of data is used to track students' progress. Students receive enrichment through activities such as Art, Sports, and Music. AIS pull-out/push-in programs offer 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. Plans for long-term ELLs include, after school, Saturday school and, as funding permits, extracurricular enrichment activities. Long-term ELLs are provided with opportunities to be immersed in their native language as well as English. Some are provided with "at-risk" services where they are provided with one to one or small group instruction in 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 two days per week and on Saturdays, 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, 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's are mainstreamed into regular education classes according to their areas of strength.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Chart Re-Identification Process will be completed within 10 school days. The school will ensure that students are receiving services appropriate to their needs. The principal will take no more than six to 12 months to review the decision for the Re-Identification Process. If for any reason a student's progress has been affected, the principal will do her best to ensure that the student is provided with additional services.

8. 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 instructor confers with the IEP teacher and then 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, Reading A to Z, Think Central (our online math program), Readworks, and multisensory instructional strategies and scaffolds to support the needs of this special population.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 During our reorganization for the 2015-2016 school year, we are placing our ELL students into the same grade homeroom. That is, for each grade, a specific teacher has been identified as the homeroom teacher chosen by skill, to instruct these students. When possible, they will have a homeroom teacher who is able to communicate with these students directly. These teachers will collaborate with the ESL teacher on a regular basis to enhance his/her strategies and instructional skills. 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

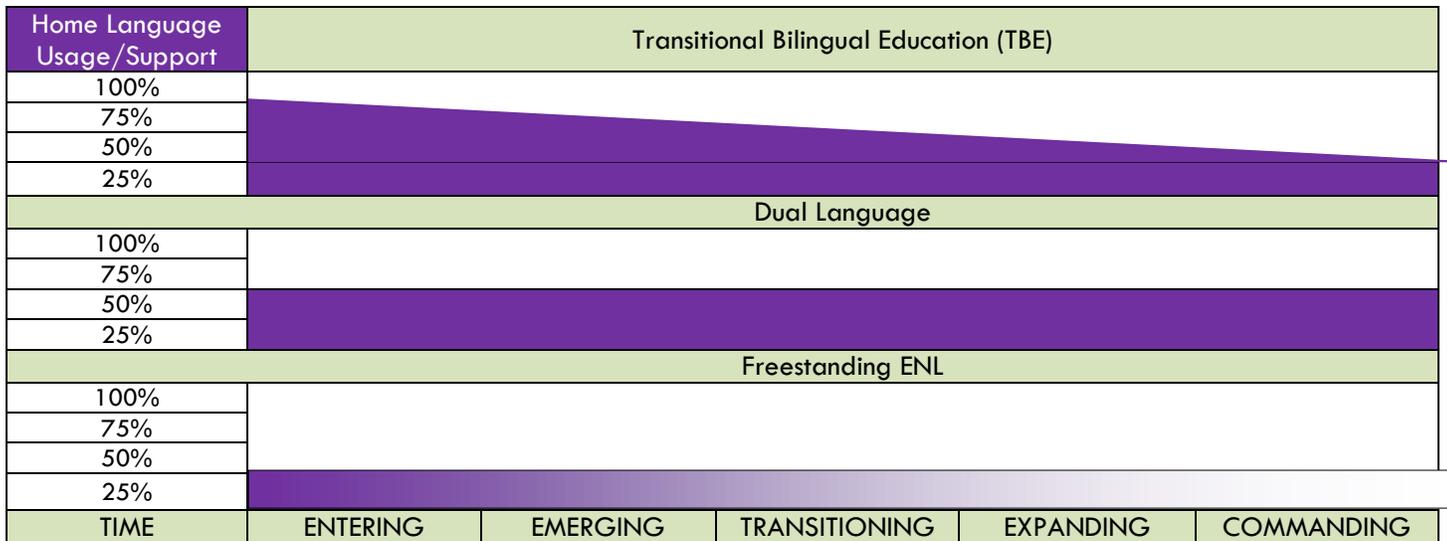


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. In addition to ESL services provided to our students during the day, these students also receive additional intervention services from other teachers such as the Reading Intervention Teacher or the SETTS teacher in the school: targeted students in grades 2, 3, 4 & 5 receive Reading/Writing Support through combination of push-in/pullout services. City Year, a group of volunteers with Americorp, also work in our grades 3, 4, and 5. In these classrooms, they provide push in support in literacy and math. 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 used 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.
11. 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.
12. 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 have added a full time music teacher to our staff.
13. What programs/services for ELLs will be discontinued and why?
We are not looking to discontinue any of our programs/services at this time.
14. 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 through 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 Wednesdays 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.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Our instructional tools and resources include the use of Wordly Wise Vocabulary Program, the use of Listening and Computer Centers, LeapFrog devices and Ipads with language translation. 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
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.
17. Explain how the school ensures all required services/resources support and 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, students are guided to read leveled books and culturally related literature to facilitate language acquisition. Core and support materials have content and vocabulary that is age and grade appropriate. Our online math component, Think Central can assist students with other than English.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled testing grade ELLs are offered an opportunity to enroll 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.
19. What language electives are offered to ELLs?
We do not offer language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 and district 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-alouds, 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teams of teachers across the school, including those supporting our ELLs, will focus their team work on looking at 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The school will provide professional development opportunities to all teachers that relate to the needs of the ELLs in the building. Non-ELL teachers will receive a minimum of 15% professional development hours to strengthen their understanding on second language acquisition, while also focusing on teaching strategies and instruction geared to English Language Learners. All ELL teachers will receive a minimum of 50% professional development hours that will help strengthen understanding of language acquisition, while also aligning to the Common Core State Standards. Staff will also focus on co-teaching strategies in order to ensure the most effective classroom environment possible for students' learning needs. Records of professional development hours are recorded by the school administration as well as individual teachers. Staff members are required to note hours/days of professional development opportunities.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school will meet with parents/guardians of English Language Learners a minimum of once a year, in addition to parent-teacher conferences, parent orientation, or other scheduled meetings that are provided throughout the year. During this time, we will discuss the overall goal of the program, students' result on the NYSESLAT/NYSITELL/Spanish-Lab, and any additional concerns from the parent related to the academic development of the child. Translation services will be provided for those who speak a language other than English. In addition to the ENL instructor, additional staff members will be present to assist parents in the process.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Teachers are required to record and keep interactions with parents throughout the year. Whether it is through in person meetings, phone calls, or letters, interactions are recorded and kept safely to ensure proof of parent outreach. In addition to recording the date, time, person contacted, and reason for contact, teachers will also include any additional services required to reach the parent, such as translation services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. To encourage parental involvement, a monthly book club will be conducted. Book Choices will vary. These will include reading and discussion of children's literature so parents can 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, 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 also make use of translation services provided by the Translation Department of the DOE.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school does not partner with other agencies at this time.

5. How do you evaluate the needs of the parents?

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.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of the parents by giving them a better understanding of the school environment, expectations for children's academic goals, and the support required by parent themselves to help students with their academic needs. Specific workshops throughout the year will help parents support their children in achieving academic growth. Several workshops are offered throughout the school year that focus on how parents can effectively assist their children. We conduct workshops that specifically address how to help students at home with math and ELA. We also conduct workshops discussing the importance of student attendance and how it may affect student performance and progress. Other workshops offered focus on strategies being taught and how parent could utilize these practices at home. Towards the end of the year, we offer parent workshops that focus on test preparation; during this time, parents are offered tips/strategies on how to assist their children in preparing for State Exams. We conclude the year with a workshop that focuses on how parents can keep their children engaged throughout the summer break.

D. Additional Information

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

School Name: PS 149 Danny Kaye

School DBN: 19

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yvette Donald	Principal		1/1/01
Carlo DeGregorio	Assistant Principal		1/1/01
Donna White	Parent Coordinator		1/1/01
Naila Huda	ENL/Bilingual Teacher		1/1/01
Rose Medina	Parent		1/1/01
Isaac Askenazi	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Stacy Easton	Coach		1/1/01
	Coach		1/1/01
Lorianne Strachan	School Counselor		1/1/01
Joyce Stallings-Harte	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01