



**THE SOJOURNER TRUTH SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 03M149: THE SOJOURNER TRUTH SCHOOL**  
**ADDRESS: 41 W 117<sup>TH</sup> STREET NYC NY 10026**  
**TELEPHONE: (646) 672-9020**  
**FAX: (646) 672-9302**

## TABLE OF CONTENTS

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

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>9</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>12</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>13</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....</b>	<b>22</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error! Bookmark not defined.	<b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>26</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS .....</b>	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT .....</b>	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>Error!</b>
Bookmark not defined.	<b>24</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....</b>	<b>25</b> Error! Bookmark not defined.
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> Error!	
Bookmark not defined.	<b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>Error!</b>
Bookmark not defined.	<b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S/M.S. 149 M    **SCHOOL NAME:** The Sojourner Truth School

**SCHOOL ADDRESS:** 41 West 117 Street, New York, New York 10026

**SCHOOL TELEPHONE:** 646-672-9020    **FAX:** 646-672-9302

**SCHOOL CONTACT PERSON:** Mrs. Kayrol Burgess-Harper    **EMAIL ADDRESS:** [KBurges3@schools.nyc.gov](mailto:KBurges3@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Bauer

**PRINCIPAL:** Mrs. Kayrol Burgess-Harper

**UFT CHAPTER LEADER:** Mr. Patrick Walsh

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Vannatta Williams

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*    N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 03    **SSO NAME:** CFN3

**SSO NETWORK LEADER:** Lawrence Harvey

**SUPERINTENDENT:** Dr. Roser Salavert

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mrs. Kayrol Burgess-Harper	*Principal or Designee	
Mr. Patrick Walsh	*UFT Chapter Chairperson or Designee	
Ms. Vannatta Williams	*PA/PTA President or Designated Co-President	
Mr. Darrius Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Frances Fladger	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Jason Brown	CBO Representative, if applicable	
Ms. Casey Bauer	Teacher	
Ms. Gay Zacerous	Teacher	
Ms. Athena Ayers	Teacher	
Ms. Audrey Mitchell	Parent	
Mrs. Tonya Johns	Parent	
Ms Downs	Parent	
Mr.White	Parent	
Mr. Contos	Teacher	
Mr. Hill	Teacher	

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

## **SECTION III: SCHOOL PROFILE**

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

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

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Our Mission is to foster and maintain a positive structured learning environment where children and staff use their ownership of the learning that occurs in our school. Students are challenged to achieve personal growth and success through standardized differentiated instruction across all curricular areas. We continuously foster the development of each student's positive self image while encouraging their love of learning in a collaborative supportive atmosphere.

Based on our school's vision to help our students achieve their personal best academically and socially, we set high standards of learning and celebrate each child's achievement toward those standards. Our school has three distinct academies in which all members of the staff work together as a supportive team to provide rigorous instruction. High quality, continuous professional development, including active study groups, is enjoyed by all members of our staff. Our partnership with Harlem Children Zone, General Electric (GE) Grant Organization, EPIC Health Leadership Program, Carver Federal, Penny Harvest, Dime, 21<sup>st</sup> Century allow us to move rigorously in collaboration with our community partners toward our vision of academic success and leadership. Technology is infused throughout all curricular areas to support learning. Formative assessment data is used comprehensively, resulting in instruction that is tailored to the needs of individual students.

To this end:

- ◆ Our students are aware of their academic levels and what they will need to move to the next achievement level. They reveal their self-motivation and take responsibility for their own academic growth and development via written personal goals.
- ◆ We've differentiate Academic Intervention Services whereby our most skilled teachers have been paired with students who have the greatest needs.
- ◆ Our teachers write time based measurable goals which include the strategies they will use to make those goals a reality and revisit those goals twice yearly.
- ◆ A mentoring program consisting of former graduates who return to work with current middle school students.

We work in partnership with our families by way of our monthly academy newsletters, parent workshops, and 2<sup>nd</sup> Cup of Coffee sessions.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	The Sojourner Truth School			
<b>District:</b>	3	<b>DBN #:</b>	03149	<b>School BEDS Code #:</b> 310300010149

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	x Pre-K	x K	x 1	x 2	x 3	x 4	x 5	x 6	x 7
	x 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	34	33	37		89.8	90.3	90.3		
Kindergarten	39	47	40						
Grade 1	54	42	43	<b>Student Stability: % of Enrollment</b>					
Grade 2	45	57	48	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	46	40	44		TBD	TBD	TBD		
Grade 4	47	36	50						
Grade 5	50	47	37	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	58	39	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	54	61		75.9	76.3	100		
Grade 8	0	61	67						
Grade 9	0	0		<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0		(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0			19	9	24		
Grade 12	0	0							
Ungraded	0	1		<b>Recent Immigrants: Total Number</b>					
	0	0		(As of October 31)	2006-07	2007-08	2008-09		
Total	315	476	476		8	5	TBD		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes		2	2						
No. in Collaborative Team Teaching (CTT) Classes		1	2	Principal Suspensions	21	2	23		
Number all others				Superintendent Suspensions	5	1	31		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
	2006-07	2007-08	2008-09	CTE Program Participants	TBD	TBD	TBD
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	TBD	3
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	30	35	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	1	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	41	41
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	14	9
(As of October 31)	2006-07	TBD	3	Number of Educational Paraprofessionals	TBD	3	8
	0	0	5				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	97.5	100.0	94
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	50.0	57.9	70.7
Black or African American	0.6	0.2	0.4	Percent more than five years teaching anywhere	42.5	42.1	39.0
Hispanic or Latino	75.6	77.2	76.9				
Asian or Native Hawaiian/Other Pacific Isl.	22.4	21.1	20.2	Percent Masters Degree or higher	78.0	79.0	76.0
White	0.8	1.2	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.3	95.3	80.3
Multi-racial	0.6	0.2	1.0				
<b>Male</b>							
<b>Female</b>							

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<b>x 2006-07</b>	<b>x 2007-08</b>	<b>x 2008-09</b>	<b>x 2009-10</b>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
<b>Individual</b>	<b>Elementary/Middle Level</b>	<b>Secondary Level</b>	

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Subject/Area Ratings</b>	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>	√	√	√			
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	√	√				
Limited English Proficient	-	-				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	5 of 5	5 of 5	1 of 1			

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	92.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 30% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 55% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Major Findings:**

Our school's 2008-2009 *Progress Report* revealed the following performance trends:

#### **English Language Arts (ELA)**

##### ***Student Performance***

- 54% of our students were at or above proficiency level in English Language Arts.
- Our median proficiency was 3.02 in English Language Arts.

##### ***Student Progress***

Our school received a "A" in the area of student progress. However, deeper analysis of this data indicates we need to address the needs of our highest achieving students in order to maintain and increase their proficiency levels.

- 73.8% of our students made at least one year of progress.
- 82.4% of our students in our school's lowest third made at least one year's progress.
- The average change in student proficiency was 0.32 points for our level 1 & level 2 students.
- The average change in proficiency level for our level 3 & 4 students was 0.06 points.

##### ***Subgroups***

- 27.3% of our English Language Learners made exemplary proficiency gains in English Language Arts.
- 41.4% of our Special Needs students made exemplary gains in English Language Arts.
- 42.9% of our Hispanic students in the lowest third citywide made exemplary gains in ELA.
- 41.8% of our Black students in the lowest third citywide made exemplary gains in ELA.

#### **Mathematics**

##### ***Student Performance***

- 72.8% of our students were at or above proficiency level in Mathematics.
- Our school's median proficiency was 3.33 in mathematics.

##### ***Student Progress***

- Our lowest third made the most progress as 74% of our lowest third made at least one year's progress.
- 72.8% of our students made at least one year of progress.
- 82.40% of our students in our school's lowest third made at least one year's progress.
- The average change in student proficiency was 0.45 points for our level 1 & level 2 students.
- The average change in proficiency level for our level 3 & 4 students was - 0.15 points.

### Subgroups

- 41.7% of our *English Language Learners* made exemplary proficiency gains in Mathematics.
- 40.0% of our *Special Needs* students made exemplary gains in Mathematics.
- 52.6% of our *Hispanic* students in the lowest third citywide made exemplary gains in Mathematics.
- 46.2% of our *Black* students in the lowest third citywide made exemplary gains in ELA.

Our Learning Environment Survey revealed that 75% of our parents indicated that their children are not exposed to technology during the school day. In fact, over 85% of our parents indicated that their children are not exposed to computer technology after school. Furthermore, about 60% of our students stated that they did not participate in any computer / technology instruction before or after school.

Our school's 2008-2009 **Quality Review** indicated we are a proficient school and revealed the following:

### Accomplishments

- At our school data is continually monitored and analyzed to maintain an up-to-date understanding of student learning.
- Our school is highly collaborative and sets demanding interim goals for our staff and students in order to meet challenging long term goals.
- Our school leaders provide individualized professional development for teachers.
- Our school leader is highly proactive in seeking the most effective practices in other schools and using it to accelerate learning at our school.

### Challenges

Our school's challenges are to-

- Further develop differentiated instruction in all classrooms.
- Ensure that our analysis and use of data are instructionally effective.

Based on our findings during our assessment of our needs, we have determined our five instructional goals for the 2009-2010:

- We will meet *Annual Yearly Progress* for English Language Arts for the 2009-2010 school year. This is our primary goal due to our school being identified as a School in Need of Improvement based on our school not meeting annual yearly progress amongst our Black, learning disabled and economically disadvantaged subgroups.
- There will be an increase in *mathematics* proficiency levels by 6.7% in grades three through eight as evidenced by the March 2009 New York State Mathematics Test. Our school's 2008-2009 progress report indicated 53.3% of our students were at proficiency levels 3 and/or 4. Our goal is to have at least 60% of our students at this level by the end of May 2010. While we met annual yearly progress in mathematics for all subgroups in mathematics between 2005 and 2009, we seek to maintain and/or increase the proficiency levels for our levels 3 and 4 students.
- There will be an increase in levels 3 and 4 on the New York State Science Exam in grades four and eight by 7% by May 2010. Our school wide goal in science is to have all our students participate in meaningful science lessons, which will include a combination of hands on scientific experiments and the use of science textbooks and other science sources ( as per the NYC new science initiative).

- There will be an increase in social studies achievement in grades 5 and 8 by 6%. Our goal is to engage all our students in self to world connections related to the New York State Social Studies curriculum for grades Pre-K through grade 8. We envision our students participating in trips to historical settings, museums, parks, etc. that relate directly to their respective social studies curriculum.
- Eighty five percent of teachers will incorporate technology in their instruction from September 2009 through June 2010. Student learning needs will be supported by the use of Learning Technologies in their classrooms. Through the use of technologies including, Smart-boards, laptops, and calculators, teachers will support individual student learning styles while achieving a higher degree of collaborative student engagement and group interaction with educational software, internet research sites, educational games, etc.
- Ensure the development and application of clear rubrics to describe the characteristics of different levels of learning.

Our Quality Review report stated differentiated instruction should be further developed in all classrooms to engage and challenge all students to achieve as highly as possible. It also identified the need to set measurable learning goals for all students and use benchmarks to measure progress and accelerate learning, especially for high-performing students. In addition to reviewing the curriculum in all content areas to ensure accurate assessment of learning and assist teachers in consistently planning to meet students' needs. To this end, our students' learning needs will be supported by the use of Learning Technologies in their classrooms. The Quality review further recognized that the school should continue to monitor the provision and application of Professional Development in the use and analysis of data which is an important component in our planning process.

## SECTION V: ANNUAL SCHOOL GOALS

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

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

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Based on our findings during our assessment of our needs, we have determined our five instructional goals for the 2009-2010:

1. We will maintain *Annual Yearly Progress* for English Language Arts for the 2009-2010 school year. By June 2010, 58% of students in grades three through eight will make at least one years' progress on the State English Language Arts Exam.
2. There will be an increase in *mathematics* proficiency levels by 3.7% in grades three through eight as evidenced by the May 2009 New York State Mathematics Test. Our school's 2008-2009 progress report indicated 73.3% of our students were at proficiency levels 3 and/or 4. Our goal is to have at least 77% of our students at this level by the end of May 2010. While we met annual yearly progress in mathematics for all subgroups in mathematics between 2008 and 2009, we seek to increase the proficiency levels for our levels 3 and 4 students.
3. There will be an increase in levels 3 and 4 on the New York State Science Exam in grades four and eight by 4% by May 2010. Our school wide goal in science is to have all our students participate in meaningful science lessons, which will include a combination of hands on scientific experiments and the use of science textbooks and other science sources ( as per the NYC new science initiative).
4. There will be an increase in social studies achievement in grades 5 and 8 by 4%. Our goal is to engage all our students in self to world connections related to the New York State Social Studies curriculum for grades Pre-K through grade 8. We envision our students participating in trips to historical settings, museums, parks, etc. that relate directly to their respective social studies curriculum.
5. Eighty five percent of teachers will incorporate technology in their instruction from September 2009 through June 2010. Student learning needs will be supported by the use of Learning Technologies in their classrooms. Through the use of technologies including, Smart-boards, laptops, and calculators, teachers will support individual student learning styles while achieving a higher degree of collaborative student engagement and group interaction with educational software, internet research sites, educational games, etc. Internet research sites, educational games, etc.

## SECTION VI: ACTION PLAN

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

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will maintain <i>Annual Yearly Progress</i> for English Language Arts for the 2009-2010 school year. By June 2010, 58% of students in grades three through eight will make one years' progress on the State English Language Arts Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>● Use of <b>Success for All (SFA)</b> reading program for grades 6 through 8 students. Students receive small group (15 student maximum) reading instruction according to Lexile reading level and are assessed every six–eight weeks for regrouping. Students receive four additional 50-minute writing periods each week.</li> <li>● All content area (social studies, mathematics, science, ESL, etc) teachers have been trained to teach reading and will teach small SFA reading groups for one hour five days each week throughout the school year.</li> <li>● Use of <b>Treasure's</b> English Language Arts program for grades Pre K – 5 students. Students in grades 3-5 receive small group instruction and are assessed at the end of every unit. Re teaching and regrouping is determined by the results of the unitary assessment.</li> <li>● Early childhood students in grades K -2 are assessed using Reading 3D Progress Monitoring (DIBELS) every two, four and/or six weeks. Re-teaching and regrouping instructional decisions are made based on the results. K -2 teachers utilize Reading 3D Progress Monitoring activities designed to target specific areas of reading comprehension deficiency.</li> <li>● Administrators and teachers will meet in late September 2009 to identify low performing students using spring 2009 periodic assessment ELA data and develop individual action plans for those students.</li> </ul>

	<ul style="list-style-type: none"> <li>• All classroom teachers will identify students to target for AIS support based on an in depth item skills analysis of the November 2009 periodic assessment. Students will be pulled out for academic support in grades K-5. Support staff will push into upper grade classrooms to provide AIS support.</li> <li>• Zero Period will be implemented whereby students who wish to receive additional support will be able to come in at 7:30 a.m. eat breakfast and obtain one-to –one tutoring or small group instruction.</li> <li>• Academic Intervention Groups (AIS) formed based on teacher analysis of Periodic Assessment and in –class English Language Arts assessment. Students with similar needs as per item skills analysis are targeted for differentiated instruction. Students will receive targeted small group (1:10) instruction 3 days each week for 50 minutes. Student will be assessed every six weeks and groups will be reconfigured based on the academic needs of individual students.</li> <li>• Implementation of in-class individual student action plans in November 2009.</li> <li>• Teacher review of formative assessments will be ongoing.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Use of money for English Language Arts AUSSIE consultant (C4E).</li> <li>• Use of money for <b>Success for All</b> consultant to provide demonstration lessons, training in reading program, and monthly professional development.</li> <li>• Use of money for coverage during teacher training.</li> <li>• Use of money for teacher trainee rate for professional development: data, assessment, DIBELS, and SFA.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Periodic assessment (Predictive, ITA) will reveal an increase in scores.</li> <li>• Student reading levels will increase by the end of each six to eight week cycle and students will move to higher leveled reading groups.</li> <li>• Early childhood students in grades Pre K- 2 Progress monitoring results, administered every two to six weeks will show improvement as well as guide differentiated instruction for at-risk students in grades K through 2.</li> <li>• Benchmark assessments are administered 3 times each year: September/October, January/February, and May/June.</li> <li>• Teacher informal and/or formal observations will reveal an increase in student time on task.</li> <li>• Teacher conferring notes will reveal improved performance in sub-skills taught.</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>● Use of Blueprint for Middle School Success grant for Mathematics AUSSIE consultant</li> <li>● Use of Blueprint for Middle School Success grant to Develop Regents Integrated Algebra Class</li> <li>● Use of money for coverage during teacher training.</li> <li>● Use of money for teacher per session for professional development: data, assessment, Collaborative Inquiry Team work</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>● Periodic assessment (Predictive, ITA) will reveal an increase in scores.</li> <li>● Student mathematics levels will increase at the end of each unitary assessment.</li> <li>● Benchmark assessments are administered 3 times each year: September/October, January/February, and May/June.</li> <li>● Teacher informal and/or formal observations will reveal an increase in student time on task.</li> <li>● Teacher conferring notes will reveal improved performance in sub-skills taught.</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Use of GE Blueprint for Middle School Success grant for money for Science AUSSIE consultant to engage staff in science professional development and curriculum planning.</li> <li>• Use of GE Blueprint for Middle School Success grant to Develop Science Curriculum</li> <li>• Use of money for coverage during teacher professional development.</li> <li>• Use of GE Blueprint for Middle School Success grant for teacher trainee rate for professional development: data, assessment, Inquiry Team work.</li> <li>• Utilization of New City's State of the Art Science Lab in middle school.</li> <li>• Science Team will hold weekly meetings to support the development and implementation of the Science curriculum.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Periodic assessment (Predictive, ITA) will reveal an increase in scores.</li> <li>• Student mathematics levels will increase at the end of each unitary assessment.</li> <li>• Benchmark assessments are administered 3 times each year: September/October, January/February, and May/June.</li> <li>• Teacher informal and/or formal observations will reveal an increase in student time on task.</li> <li>• Teacher conferring notes will reveal improved performance in sub-skills taught.</li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Unitary assessments are administered throughout the 2009-2010 school year.
- Student Social Studies Portfolio Reviews.
- Teacher informal and/or formal observations will reveal an increase in student time on task. Teacher conferring notes will reveal improved performance.

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

**Subject/Area (where relevant):** Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Eighty five percent of teachers will incorporate technology in their instruction from September 2009 through June 2010.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Develop a survey of teacher and classroom use and competency in technology.</li> <li>• Data will be gathered based on the teacher surveys.</li> <li>• Workshops for training in the use of Smart Boards and technology in the classroom.</li> <li>• Integration of laptops in classroom instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Use of GE Blueprint for Middle School Success grant for-             <ul style="list-style-type: none"> <li>○ Technology professional development.</li> <li>○ Substitute coverage during teacher technology training.</li> </ul> </li> <li>• Middle School Initiative grant to purchase of lap tops and carts.</li> <li>• Middle School Initiative grant to purchase additional Smart-Boards.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Students will produce technology based student projects.</li> <li>• We will host a school wide technology fair.</li> <li>• Students will produce technology projects which will be a part of the Mid –Year and End-Year Science Fairs.</li> <li>• Teachers and students use of technology resources such as Internet, scientific and graphing calculators.</li> <li>• Teachers are incorporating technology in their everyday planning.</li> <li>• Observation of teachers and students daily use of the Smart-Board and lap top computers during instructional activities.</li> </ul>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

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

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

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

Grade	ELA	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students performing at L1 or L2 on NYS ELA	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K		n/a		N/A	N/A			4	
1	20	n/a	20	N/A	N/A			5	
2	20	n/a	20	N/A	N/A			0	
3	44	17	44	N/A	N/A			9	
4	46	21	46					0	
5	39	18	39					5	
6	34	12 (36%)	34		7			2	
7	37	7 (19%)	37		15			4	
8	60	27 (45%)	60		36			2	
9									
10									
11									
12									

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

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

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• 37 ½ minutes</li> <li>• Read 180</li> <li>• Extended Day Services through Harlem Children’s Zone Mandated Service Support (IEP Students)</li> <li>• SBST Support</li> <li>• Small group differentiated instruction through Success For All</li> </ul> <p>ELA: Success For All: The Reading Edge is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides programs for students at beginning through 8<sup>th</sup> grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third grade level or higher focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader’s theatre to develop basic decoding skills, reading fluency, vocabulary, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. The Reading Edge uses cooperative-learning techniques to engage students in their learning and to create a positive classroom environment.</p> <p>The method of service is small homogeneous groups. From 8:48 a.m. to 9:48 a.m. daily students from sixth through eighth grade are grouped according to their instructional reading level using multiple measures. Classes are held for levels one through eight, the lower level classes are in smaller groups.</p>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• 37 ½ minutes</li> <li>• ELL support</li> <li>• Impact Math</li> <li>• Everyday Math</li> <li>• Integrated Algebra</li> <li>• Extended Day – Intervention – Grades K-8</li> <li>• SBST Support</li> </ul>

<b>Science:</b>	<ul style="list-style-type: none"> <li>• 37 ½ minutes</li> <li>• Read 180</li> <li>• Extended Day Services through Harlem Children's Zone</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• 37 ½ minutes</li> <li>• Read 180</li> <li>• Extended Day Services through Harlem Children's Zone</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Provides at-risk services, crisis intervention and conflict resolution to students in order to enable students to engage in academics</li> <li>• Meet with students, teachers and families for short term and long term interventions</li> <li>• Build community and develop interpersonal relations</li> <li>• Meet Bi-weekly with administration to discuss student's progress and needs</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• Meetings with parents and students</li> <li>• Assist teachers and parents with Behavior Modification Plan</li> <li>• Meet Bi-weekly with SBST and administrators to discuss students and cases</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• Provide services to students in grades 1 – 8.</li> <li>• Provide social and emotional support for small group sessions</li> <li>• Peer Intervention group where students discuss issues that are important to them</li> <li>• Communicate with parents regarding students' progress socially and emotionally</li> <li>• Meet weekly with administrators to discuss student's progress</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Health related workshops and information sessions for students and parents</li> </ul>

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

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### PART I SCHOOL ELL PROFILE

#### **A. Language Allocation Policy Team Composition**

The Language Allocation Policy Team for PS/MS 149/Sojourner Truth school of the Lawrence Harvey CFN3 network consists of the following members:

<b>Name</b>	<b>Position</b>
Kayrol Burgess Harper	<i>Principal</i>
Yvonne El-Amin	<i>Assistant Principal</i>
Patrick Walsh	<i>ESL Teacher</i>
Dr. Mary Harvey	<i>6<sup>th</sup> Grade Teacher</i>
Kevin Hill	<i>Related Service Provider</i>
Judy Fischer	<i>Guidance Counselor</i>
Ketty Carrion	<i>Kindergarten Teacher</i>
Audrey Mitchell	<i>Parent</i>
LeShawn Hodge	<i>Parent Coordinator</i>
Dr.Jocelyn Santanta	<i>SAF</i>
Lawrence Harvey	<i>Network Leader</i>

#### **B. Teacher Qualifications**

The Sojourner Truth School has 2 fully certified English as Second Language (ESL) teachers. In addition, The Sojourner Truth School has 1 certified foreign language teacher. There are 12 classroom teachers with ELLs who do not have ESL certification. ELLs in these classes receive their mandated units of ESL instruction through a push-in model by a fully certified ESL instructor. There are currently no content area teachers with bilingual extensions and no special education teachers with bilingual extensions.

### C. School Demographics

There are currently four hundred thirty four students at Sojourner Truth. Sixty two students are English Language Learners (ELL). Thus our ELL students make up about fourteen percent of the entire population. The home language breakdown by grade is as follows:

<b>Freestanding English as a Second Language</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
<b>Spanish</b>	7	3	4	4	3	3	4	1	3	<b>32</b>
<b>Chinese</b>										<b>0</b>
<b>Russian</b>										<b>0</b>
<b>Bengali</b>		1	1	1					1	<b>4</b>
<b>Urdu</b>										<b>0</b>
<b>Arabic</b>	1		1							<b>2</b>
<b>Haitian Creole</b>										<b>0</b>
<b>French</b>	1	1		3					4	<b>9</b>
<b>Korean</b>										<b>0</b>
<b>Punjabi</b>										<b>0</b>
<b>Polish</b>										<b>0</b>
<b>Albanian</b>										<b>0</b>
<b>Other</b>	5		4	2		2	1		1	<b>15</b>

**Chart #1**

Our ELL population is diverse with the majority of our ELLs speaking Spanish as their native language. Most other ELLs speak various African dialects and have some understanding of the French language.

### **PART II ELL IDENTIFICATION PROCESS**

1. All parents of newly enrolled students are given a Home Language Identification Survey (HLIS) by our licensed English as a Second Language (ESL) teacher. If the parent indicates on the HLIS that the child's home language is that other than English, the ESL teacher administers the Language Assessment Battery Revised (LAB-R) to that child within ten days. All attempts are made to conduct parent interviews. During parent interviews, parents view an ELL Orientation Video in their native language. Our English as a Second Language (ESL) Teacher discusses the three available programs: Transitional Bilingual Education, Dual Language and English as a Second Language. Parents are made to understand that while they have a choice in the program they choose, at this time, we only offer a freestanding ESL program. We explain to parents that upon receiving the required number of students who speak the same language, we would open a Transitional Bilingual Education (TBE) class .We share with them a list of schools with Transitional Bilingual Education as well as Dual Language Programs. Each year the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all English language learners in kindergarten through grade 8 to measure their English language proficiency in listening, speaking, reading, and writing and track their annual progress toward proficiency. The NYSESLA T consisting of four different subtests: Listening, Speaking, Reading and Writing is administered every spring.

2. Upon registration, parents are interviewed by either one of our two ESL teachers. During this time, they are made aware of the three programs: Transitional Bilingual Education, Dual Language, and ESL. Parents view the ELL orientation film in their own language. They are given entitlement letters as well as Parent Survey and Program Selection forms to complete. If the child speaks very little or no English, parents are given entitlement letters during the parent interview process.
3. In cases where a student has moved from Pre Kindergarten to Kindergarten and the home language is that other than English, the student completes the LAB-R. Once a student completes the LAB-R, an entitlement letter is sent home with the student if applicable. ESL teachers then call the parents to come in for an ELL parent orientation. Parents are made aware of all three ELL instructional programs: Transitional Bilingual, Dual Language and freestanding ESL. If a form is not returned, parents are asked to come in to complete the form. We share with parents that if a form is not returned the child must be placed in a Transitional Bilingual Education program at another school as we only currently have an ESL program at our school.
4. At registration our ELL parents complete a Home Language Identification Survey. If the language spoken at home is that other than English, the child is given the LAB-R. Our parents then come in for an ELL Parent Orientation. During which time they view the *ELL Parent Orientation* video in their native language or a language they understand. Once the video viewing is complete, members of the LAP team (the ESL teacher and assistant principal) provide parents with information about the Transitional bilingual Education program, the Dual Language program and the freestanding ESL program. We provide parents with Parent Survey and Program Selection Forms in their preferred languages. We also provide parents with an entitlement letter in their preferred language. We explain to parents their right to place their child in a bilingual class here provided there are enough students with the same home language. However, we also explain because there aren't enough students, who speak their home language to form a bilingual class, they may opt to transfer their child to another school with a bilingual program which meets their home language needs. We explain that if they choose to keep their child at this school their child will be placed in our Freestanding ESL program. They are made to understand the child will remain in our Freestanding ESL program for the entire year. We describe how we will meet the needs of their child via the delivery of our Push-in Co Teaching model. We explain to parents that their child would be placed in age appropriate class pending the outcome of our assessment of their child's needs. At the conclusion of the parent meeting, parents complete the Parent Survey and Program Selection Forms.
5. After reviewing the available parent surveys and selection forms, the trend is for parents to opt for Freestanding ESL program.
6. The current program model at our school is aligned with parent requests. While we have a number of English Language Learners, their native languages vary significantly. We do not have 15 students within two consecutive grades to form a TBE class.

### **Part III: ELL Demographics**

We have sixty two English Language Learners. The subgroups are as follows (refer to **chart #1**) for breakdown by grade

- We currently do not have any SIFE students.
  - We have 48 newcomers with zero to three years of service.
  - We have 10 ELLs with four to six years of service.
  - We have 2 ELLs in self contained special education classrooms.
  - We have 4 long term ELLs.
1. All 62 ELLs are in our freestanding ESL program and receive all instruction in English with native language support, wherever possible. All students at beginner and intermediate English proficiency levels receive three hundred sixty minutes of ESL instructional units.

2. Students at the advanced English proficiency level receive one hundred eighty minutes of ESL instructional units. ESL Instruction is delivered primarily via a Co-Teaching Push-in model. In addition, ESL teachers utilize ELLis, a computer driven program based on individual student languages and proficiency levels. ESL students travel together with the class as a group. Students of mixed proficiency levels are in each group. Our ESL teachers work collaboratively with classroom teachers to provide academic subject area support using ESL methodologies and strategies as well as native language support.
3. Our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels of ESL students. Our ESL teachers create programs in which the required numbers of minutes of ESL instructional units are programmed into their weekly schedules.
4. Our ELLs are provided support throughout all content areas. ESL teachers push into classrooms to co-teach with classroom teachers. Using ESL methodologies and strategies, ESL teachers support students' learning with the use of native language libraries and dual language dictionaries wherever available. Teachers use a variety of question types that include those which promote critical thinking. Teachers model strategies and provide students with opportunities to utilize those strategies. Through a process of reading, writing, listening and speaking we support students' proficiency in procedural fluency, reading comprehension and the English language. We utilize various data sources: NYSESLAT, Acuity, Standardized tests, Portfolio pieces, writing samples, and classroom assessments to guide the instruction of individual students.
5. All ELLs receive New York State standards based instruction aligned with ESL standards. They are offered both English Language Arts instruction and content based instruction in social studies, mathematics, and science with native language supports whenever possible. While our program is a freestanding ESL model, our teachers determine whether our ELLs can read in their primary language and whether difficulty in content is based on a lack of English proficiency or a reading problem. Teachers allow students multiple opportunities to utilize strategies taught to better access the English language and learn the subject matter. To this end, we differentiate instruction for our ELL subgroups by way of the following:
  - ◆ Our plan for SIFE students include increased exposure to scaffolded instruction, more direct small group or individual instruction. Our plan also includes utilizing a reading specialist to remediate their lack of formal education experience.
  - ◆ Our newcomers receive explicit instruction with comprehensible inputs so that they can better transfer their existing reading skills to the reading and understanding of English. We offer students the use of native language/ English dictionaries as resources to better help the students make the connection between languages. Our newcomers are also paired with students who understand their native language and whose English proficiency has progressed due to their pre-exposure to the language.
  - ◆ All students who have been serviced for 4-6 years receive additional support via fifty minutes of AIS instruction, three times per week. In addition, we have invested in ELLis, a differentiated computer driven program which provides students with individualized learning activities in their native languages as well as English.
  - ◆ Our plan for long term ELLs include targeted AIS instruction in which students are grouped by areas of instructional need in English and mathematics. Through our Treasures' and SFA reading programs, our ELLs are assessed on a six to eight week cycle. They are regrouped based on their teachers' analysis of their reading assessment data. If a student progresses, he/she moves to the next level. If the student's reading level remains unchanged, he is re-taught at the same level using a variety of instructional strategies. In addition our long term receive additional support via fifty minutes of AIS instruction, three times per week.

- ◆ Our ELLs identified as having special needs receive additional support through our special education department. The special education teacher and ESL teacher collaborate to meet the needs of the student as outlined in his/her IEP. If necessary, a SETSS teacher pushes into the classroom to provide direct instruction. If indicated the SETSS teacher pulls students out to provide individual direct instruction.
6. Our intervention program for ELLs include:
    - ◆ Fifty minutes of targeted AIS instruction for alternating two week periods. ELLs receive small group needs based targeted instruction in both English Language Arts and mathematics
    - ◆ Computer driven instructional program in reading for ELLs
    - ◆ Individualized instruction within SFA and Treasure's reading programs
    - ◆ Vocabulary instruction using total physical response
  7. Our ELLs who reached proficiency on the NYSESLAT receive transitional support with teachers providing indirect instruction within their classrooms. In addition, middle school students receive support with writing including high school letters of interests, portfolios and content area test preparation.
  8. We will continue to implement ELLis and enhance our preparation for the NYSESLAT program utilizing Getting Ready for the NYSESLAT and Beyond as the primary syllabus.
  9. We will continue all of our current programs for ELLs in the upcoming year.
  10. In order to maintain equity, all ELLs are offered to participate in the same programs as our English speakers. This includes after school programs such as Harlem Children's Zone and 21<sup>st</sup> Century programs.
  11. We utilize various instructional materials to support our ELLs. Those materials include bilingual dictionaries, bilingual libraries and ESL computer software applications.
  12. Native language support in our ESL program includes the use of bilingual dictionaries, libraries and computer software applications. In addition students are allowed to respond to questions in their native languages prior to translating their response in English.
  13. The required services support and resources correspond to ELLs languages and grade level.
  14. We don't have a program in place to assist newly enrolled ELLs prior to the beginning of the school year.

### **Professional Development and Support for School Staff**

1. Our staff receives professional development from our network's ESL specialist. In addition, staff is afforded the opportunity to attend DOE professional development workshops on teaching and learning. Teachers of ELLs are provided with professional development. A common planning period of fifty minutes per week is programmed into the schedules of ESL teachers and the classroom teachers of ELLs. In addition, teachers meet weekly in the morning prior to the start of the school day to plan and/or receive professional development from our Network ESL expert and/or ESL specialist.
2. Our school's guidance counselor provides teachers and ELLs with support in helping ELLs transition from elementary and middle school into high school. Students receive help with applying for high schools based on their individual interests. Parents are invited to attend our school parent information night whereby they are provided with information on graduation requirements and high school options as well as the high school assistance with the high school application process. Students who are entering our middle school are encouraged to participate in our middle school orientation institute whereby students are formally introduced to middle school life and teachers. During this time they learn what is expected of them as middle school students and who they may go to for support academic and/or personal support.
3. We go above and beyond the required 7.5 hours of ELL training for all staff without ESL and/or bilingual licenses as per Jose P. Our teachers are learning how to utilize NYSESLAT data to differentiate instruction for ELLs. Teachers participate in regular weekly professional development as part of weekly collaborative inquiry teams focusing primarily on looking at ELL student data including but not limited to: student written work, student in class assessments, teacher observations, periodic assessments and state assessments. Teachers focus on the details of their lessons and adjust their

lessons based on their assessment of student achievement results. During this time, teachers share ESL methodologies and strategies to support the individual needs of their ELLs.

### **Parental Involvement**

1. We have a fully operating Parent Teacher's Association. Parents are involved with fundraising. We offer parent workshops on understanding data. We invite parents in for our curriculum night at the beginning of each year.
2. Our school partners with Harlem Children's Zone, Mercy College, Harlem Gem's, 21<sup>st</sup> Century and General Electric.
3. We evaluate the needs of parents based on our Learning Environment Surveys, Parent workshops and interviews with parents.
4. The needs of parents include understanding how to support their children. We offer workshops on ARIS which helps parents log into ARIS to see specific assessment data on their children and use it as a segue to support their children's learning. We also provide parents with workshops which teach them how to support their children with homework.

**PART IV ASSESSMENT ANALYSIS**

<b>Overall NYSESLAT Proficiency Results (LAB-R for NEW ADMITS)</b>										
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>TOTAL</b>
<b>Beginner (B)</b>	10	0	0	1	1	0	0	0	2	<b>14</b>
<b>Intermediate (I)</b>	4	1	1	2	0	1	1	0	3	<b>13</b>
<b>Advanced (A)</b>	4	2	4	4	1	4	3	0	4	<b>26</b>
<b>Total Tested</b>	18	3	5	7	2	5	4	0	9	<b>53</b>

*Chart #2*

<b>Reading 3-D for Grades K through 2</b>				
	<b>K</b>	<b>1</b>	<b>2</b>	<b>TOTAL</b>
<b>Approaching Level</b>	4	2	4	<b>10</b>
<b>On Level</b>	10	3	6	<b>19</b>
<b>Above Level</b>	0	1	0	<b>1</b>
<b>Total Tested</b>	14	6	10	<b>30</b>

*Chart #3*

1. The data patterns on the LAB-R and NYSESLAT reveal the following (Refer to chart #2 & 3)
  - ◆ We have a need to address the advanced level students as most of our tested ELLs are at the advanced proficiency level on the NYSESLAT which will be done
  - ◆ We have a need to address our newly identified Kindergarten ELLs
2. As a result of noticing patterns across NYSESLAT modalities, we will target strategies geared toward improving reading and writing proficiency amongst our ELLs.
3. Within our ESL program:
  - a. Our current ELLs have taken state tests in English. The patterns across proficiencies and grades are as follows:
    - i. Most ELLs across all grades have made progress at least one level on the NYSESLAT exam.
    - ii. On each grade level our ELLs have made noticeable progress in ELA across all grade levels except our eighth grade.
    - iii. One hundred percent of our ELLs are proficient in mathematics across all testing grades except eighth grade where only 3 out of 8 students are proficient in mathematics.
    - iv. There has been tremendous improvement among our ELLs in 5<sup>th</sup> grade social studies where our ELLs went from 100 % below proficiency level to 100% proficiency levels.
    - v. There appears to be improvement in science achievement amongst our elementary science grades.
  - a.1 Our ELLs in grades K through 2 early literacy skills are assessed every six weeks using Reading 3-D. We've noticed the following patterns in the reading levels of our early childhood ELLs:
    - b. We are beginning to look at ELL periodic assessment to inform our instructional practice.

- c. Based on periodic assessment results as well as testing data, we understand the need for increased support amongst our middle school ELLs, particularly those in the eighth grade.
- 4. Not Applicable
- 5. To evaluate the success of our programs for ELLs, we analyze a variety of assessment data such as the NYSESLAT, New York State English Language Arts tests, New York State Mathematics tests, New York State Science Tests and New York State Social Studies Tests as well as periodic assessments. We examine each test for trends in proficiency level growth. We also observe and interact with students for social language growth.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s)** K-8      **Number of Students to be Served:** 25 LEP \_\_\_\_\_ Non-LEP

**Number of Teachers** 2      **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**After-School ELL Program**

The administration of The Sojourner Truth school is utilizing Title III funds by providing an after school program for struggling English Language Learners. The afterschool instructional program is delivered in the English language. We understand that when students receive consistent supplemental smaller group instruction with a targeted focus based on individual student needs, their proficiency levels increase and they do better across all content areas. Upon observation of our ELL data, we found that our newcomer English Language Learners struggle with learning the English language as well as adjusting to classroom instruction. In addition, we found that a high percentage of our English Language Learners who have been serviced for over three years have not yet met proficiency and in some cases remained at the same proficiency levels on the NYSESLAT for over two years.

As a result of our observation of the ELL data, two teachers including 2 fully certified ESL teachers provide small group instruction after school to both segments of our ELL population. Our newcomer ELLs and ELLs in grades four through eight who have been serviced for at least three years receive additional one hour of instruction, two times per week after school. The program will continue through June 2010. The afterschool program includes the use of ELLis, a researched based differentiated computer driven program which provides students with individualized learning activities in their native languages as well as English.

This afterschool program will provide enrichment in a small group setting in English literacy with homework assistance, NYSESLAT test prep, literacy support and whole body language development activities. There will be different learning centers providing students with varied educational experiences according to their needs, learning styles and interests.

*Budget Allocation for Afterschool: 2 Fully Certified ESL Teachers, 2 days each week for 24 weeks = \$4789.44*

## **Parent Involvement**

Our ESL teacher will teach ESL classes to ELL families two days per week after school for twenty four weeks. Parents and students will develop their English proficiency through our theme based after school ESL program. The theme based literacy program will focus on the contributions of diverse cultures in the development of New York City history.

In addition, in order to support and enhance our ESL after school program, one fully certified English as a Second Language teacher will facilitate biweekly Saturday trips to support the theme of Diverse Cultural Contributions in New York City History. Research shows that when parents are involved in their students learning, the students perform better in school. The ESL specialist will take students and their parents on walking tours of neighborhoods and museums in New York City. English Language Learner Students and their parents will become acclimated to American history and culture.

Our school will host a culminating International Festival of cultural sharing (music, food, flag, photos, dance, poetry, history, writing, presentations, etc.)

*Budget Allocation for Parent Involvement: 1 Certified ESL teacher, Facilitator of neighborhood walking tours = \$2394.72  
 Admission and transportation to museums and cultural sites = \$2723.00  
 ESL Classes for ELL families = \$3592.08  
 Materials and Food for parent involvement = \$1500.00*

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Form TIII – A (1)(b)**

School: 03M149 BEDS Code: 310300010149

**Title III LEP Program  
 School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b>  <ul style="list-style-type: none"> <li>- <b>Professional Salaries</b> <ul style="list-style-type: none"> <li>• 2 Teachers incl. 1 Fully Certif. ESL</li> <li>• 1 ESL Teacher</li> </ul> </li> </ul>	\$10,776.24  <b>A.</b>  <ul style="list-style-type: none"> <li>• \$4789.44</li> <li>• \$3592.08</li> </ul>	<b>A.</b>  <ul style="list-style-type: none"> <li>• <b>After School ELL Program:</b> Two <b>ESL</b> teachers provide direct instruction to targeted ELL population two days each week for 1 hour for a duration of 24 weeks.  <u>2 Teachers</u> X 2 hours per week =4 hours per week X 24 weeks = 96 hours total X 49.89 (per session rate w/fringe)= \$4,789.44</li> <li>• <b>Parent Involvement:</b> 1 ESL Teacher facilitates ESL classes for ELL families 2 days per week.  <u>1 Teacher</u> X 1.5 hours X 2 days per week X 24 weeks =48 hours total X 49.89 = \$3592.08</li> </ul>

<ul style="list-style-type: none"> <li>• 1 ESL Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• \$2394.72</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> ESL Teacher facilitates Bi weekly neighborhood walking Tours and cultural site visits to acclimate ELL parents and students to American history and culture.  <u>1 Teacher</u> X 4 hours X 12 sessions = 48 hours total  48 hours X 49.89 = \$ 2394.72</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Materials &amp; Food</b></li> </ul>	B. <ul style="list-style-type: none"> <li>• \$1500.00</li> </ul>	<b>B. Materials &amp; Food</b> <ul style="list-style-type: none"> <li>• <b>Parental involvement:</b> Culminating learning via a project based <i>International Festival of Cultural Sharing</i> (music, food, flag, photos, dance, history, poems, song, writing, presentations, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Admissions and Transportation</b></li> </ul>	C. <ul style="list-style-type: none"> <li>• \$2723.00</li> </ul>	<b>C. Admissions and Transportation</b> <ul style="list-style-type: none"> <li>• <b>Parental involvement:</b> <i>Admission and transportation</i> to Museum of Natural history, New York City Museum and cultural sites = \$2723.00</li> </ul>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$14,999.24	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**Response:** *All parents of newly enrolled students are given a Home Language Identification Survey (HLIS) by our licensed English as a Second Language (ESL) teacher. The parent indicates on the HLIS that the language she understands or prefers to communicate in. In addition, the school maintains a table of home languages spoken by ELL. The school makes every attempt to send out correspondences in a language the parents understand.*

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

**Response:** *We found that while close to fourteen percent of the student population receives ESL services and a comparable percentage indicated their first language was not English at home, there was a huge disparity of languages spoken. Upon further investigation, we found that many of our ELL families, who spoke different languages, understood French. The other fifty percent of our ELL families understand Spanish. We have shared this information with the school community via staff meetings, Parent Teacher Association meetings, and School Leadership Team meetings.*

#### **Part B: Strategies and Activities**

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

**Response:** *We found that many of our ELL families, who spoke different languages, understood French. The other fifty percent of our ELL families understand Spanish. Written translation services will continue to be provided by in-house staff. The school will continue to pay teachers to translate all documents to our Spanish speaking parent. They will receive information along with the entire school family for timely dissemination of information. In addition, parent volunteers have agreed to translate school documentation into French for our ELL families who understand French.*

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

**Response:** We have staff members to translate for our French and Spanish speaking families.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Response:** See Part B, number 1.

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$325,543.00	\$47,365	\$372,908
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,255.43		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$473.65	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,277.15		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,736.50	
6. Enter the anticipated 10% set-aside for Professional Development:	\$32,554.30		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$4,736.50	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 96%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
 Teachers are currently enrolled in college courses to become certified in their content areas.

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

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

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



The NEW YORK CITY DEPARTMENT OF EDUCATION

*Joel I. Klein, Chancellor*

**SOJOURNER TRUTH SCHOOL**

*Kayrol Burgess-Harper Principal*

P.S. / M.S. 149M; 41 W. 117<sup>th</sup> Street; New York, NY 10026

P.S. 149 P: (646) 672-9020; M.S. 149 P: (646) 672-0558; Fax: (646) 672-9302

### **P.S./M.S. 149 Parental Involvement Policy**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring the following:

- √ That parents play an integral role in assisting their child’s learning;
- √ That parents are encouraged to be actively involved in their child’s education at school;
- √ That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, and;
- √ The school will inform parents and parental organizations of the purpose of existence of the Parental Information and Resource Center in the State.

P.S./M.S. 149 will take the following actions to involve parents in the joint development of its school parental involvement plan:

- √ Create and maintain a functioning Parents' Association and School Leadership Team (SLT);
- √ Continue to hold informational workshops for parents on new academic programs;
- √ Provide parents with a monthly calendar of events;
- √ Provide information on developing positive home conditions that support school learning, and;
- √ The administration will maintain an open-door policy with parents.

The P.S./M.S. 149 Parent Involvement policy will be distributed January 13, 2010. An annual review of the policy will take place in February 2010.

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

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **P.S. /MS.S. 149 TITLE I PARENT-SCHOOL COMPACT**

#### **Parent Responsibilities**

*Ensure that my child is in a nurturing environment.*

*Ensure that my child is on time and present daily prepared to learn.*

*Participating in scheduled parental activities, ie. Parent Workshops, PTA meetings, Open House, etc.*

*Communicating on a regular basis with my child's teacher about his/her educational needs;*

*Talking with my child daily about his/her school work.*

*Ensuring that my child reads at least 30 minutes each evening;*

*Holding my child and myself accountable for their academic growth and/or actions;*

*Supporting and enforcing the School's uniform's policy;*

*Notifying the school of any changes in my child's personal data, ie, address, medical needs, etc.*

#### **School's Responsibilities**

*We as educators will support your children's academic growth in the following ways:*

*Ensuring your child is in a safe and nurturing learning environment.*

*Provide parents with information about all programs the school offers in a timely fashion.*

*Offer parent workshops that will help you assist your child with academics.*

**School's Responsibilities (cont'd)**

*Involving the parents of children served in the Title I, Part A programs in decisions about how the 1% of title I, Part A funds reserved for parental involvement is spent.*

*Provide high quality instruction for all children.*

*Provide teachers with on-going Professional Development, i.e. promoting rigor, in-depth knowledge of curriculum, etc.*

*Provide performance profiles and individual student assessments;*

*Maintain on-going communication between home and school, i.e. monthly calendar of events, parent-teacher conferences, PTA meetings, etc;*

*Preparing students for transition to the next school level, i.e. middle school, high school, and;*

*Provide an extended day program to enhance the performance of all students, eye. Zero periods, Test Prep Academy, Foundations Reading Program, etc.*

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

**Response:** *PS/MS 149 will continue to base its needs on the ongoing monitoring of academic achievement and students' social and emotional development. Administrators and teacher teams will continue to analyze the New York State English Language Arts, Mathematics, Social Studies and Science tests as well as the DOE's periodic assessment for each grade. There will be a regular analysis of periodic and in class assessment data throughout the school year. Teachers will maintain assessment binders which they will regularly review to make individualized instructional decisions.*

*Assessment data, including student work, conferencing notes, observations, and unitary tests will be used to ascertain student mastery, evaluate student growth over time, inform instruction, and to evaluate the instructional program.*

*Teacher teams meet in June to review standardized assessment information, during the summer to plan, and throughout the school year to evaluate up to date assessment information. Based on our analysis of assessment data, small flexible instructional groups will be formed to address students with similar areas of academic need. Support staff will push into middle school and pull students out for AIS support in the elementary grades.*

*Upon beginning the school year, every student will be administered a baseline exam in ELA and take a state aligned test in Mathematics to determine each student's initial areas of strength and growth. Students will then be placed in flexible differentiated AIS groups that will meet 3 days each week for 50 minutes (See Action Plan page 12 & AIS). Students will be assessed on a six week cycle and regrouped based on new proficiency targets.*

*Diagnostic tools that will be used to address school's needs while determine if students' need are met are as follows:*

- DIBELS assessments for kindergarten through second grade
- Alternative for Assessment for English Language Learners – LABR and NYSESLAT to meet student's needs
- Science and Social Studies student assessment binders, teacher assessment binder, student portfolio, grade assessment data for Pre-K through eighth grade
- Running Records
- ACUITY
- Content area meetings, grade meetings and vertical meetings
- Running Records

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

**Response:** P.S. /M.S. 149 has several strategies that it uses. It has Zero period morning sessions for students in need of academic help school wide academic intervention services three days a week, Saturday Test Prep Academy for all grade levels, afterschool programs, the use of scientifically based programs such as Wilson and Foundations, transition program for ELL students, push in programs for IEP students through our CTT program, technology and culinary arts enrichment programs for level 3 and 4 students and informational sessions for families of underachieving students. There are support strategies for every student at every level.

3. Instruction by highly qualified staff.

**Response:** The objective of the school is to hire highly qualified teachers consistent with the school's and District's policy. A highly qualified staff will most likely provide quality instruction. With that in mind, our staff is 100% highly qualified.

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

**Response:** We have outside and in house professional development that is continuous and across all grades and staff titles.

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

**Response:** We recruit from traditional schools of education and alternative certification programs.

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

**Response:** We give parent workshops at least twice a month, during the day and evening to help support families.

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

**Response:** We have universal pre-k in our school that within our school. It is part of our early childhood academy.

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

**Response:** Teachers meet during staff meetings, grade meetings, and during professional development to discuss assessment and student achievement.

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

**Response:** P.S. /M.S. 149 has several strategies that it uses. It has Zero period morning sessions for students in need of academic report, school wide academic intervention services three days a week, Saturday Test Prep Academy for all grade levels, afterschool programs, the use of scientifically based programs such as Wilson and Foundations, transition program for ELL students, push in programs for IEP students through our CTT program, technology and culinary arts enrichment programs for level 3 and 4 students and informational sessions for families of underachieving students. There are support strategies for every student at every level.

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

**Response:** SLT members, CFI team members, the PTA, CBOs, and other stakeholders in P.S. /M.S. 149 meet regularly and support each other in the NCLB initiative.

## **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

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

### **Part A: For All Schools Identified for Improvement**

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

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

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

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

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

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

**Background**

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

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

### ELA Alignment Issues:

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

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

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

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

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**Response -** During the 2008-2009 school year, our school used a variety of methods to assess the relevance of this finding to our educational plan. Monthly faculty conferences were held, during which there was small group discussion on the curriculum as it aligns to the New York State standards. The principal conducted one-on-one meetings with staff on their Building Level Action Plans which directly addressed the curriculum standard alignment. Our Inquiry Team and School Leadership Team also met to support this process.

Parent workshops were held on the curriculum and standards to clarify expectations of student outcomes.

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

Applicable     Not Applicable

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

**Response -** The Success For All Reading Edge program addresses the New York State Standards in all seven areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read. The lessons are clear and the components vary by level. Pacing is set for each step of the lesson. Students and teachers have clear expectations of a defined outcome through daily and cyclical goals. Professional Development is given to ensure that all staff are clear on the connections between the curriculum and the state standards.

The Reading Edge provides daily and cyclical goals along with recommended pacing times. Additionally there are phonetically based materials for ELLs. Treasures Literacy Curriculum addresses all areas of reading and writing as per the State Standards. It addresses needs of English Language Learners through its differentiated lessons.

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

Not applicable

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## **1B. Mathematics**

### **Background**

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

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

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

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**Response -** At PreK-5 levels, curriculum maps have been revised to ensure that all content and process strands are properly addressed. Middle school curriculum maps have also been modified when necessary with respect to content strands, in particular, the measurement, geometry and number sense and operations strands were modified in alignment with NYS Process standards.

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

Applicable  Not Applicable

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

**Response -** Data indicates that student performance was weaker in content strands such as measurement, geometry and number sense in middle school and in process areas such as problem solving and making connections across all grade levels.

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

**Response -** We will be monitoring these areas to ensure that the modified curriculum maps and instructional practice are addressing the needs of all students. We do need additional support at this point.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

**Response –** Professional Development has been provided to support best practices in all classrooms. Our AUSSIE Consultants and administrators work alongside teachers to support differentiated instruction. Ongoing classroom observations to ensure that teachers are implementing professional development takes place weekly.

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

Applicable     Not Applicable

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

**Response -** Our AUSSIE Consultants and administrators work alongside teachers to support differentiated instruction. Ongoing classroom observations to ensure that teachers are implementing professional development takes place weekly.

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

**Response –** Not Applicable

## **2B – Mathematics Instruction**

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

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our school engaged in learning walks that included classroom teachers and administration.

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

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Not all classrooms utilized the necessary manipulatives or collaborative group to support Teacher directed instruction.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We hired a mathematics consultant to help improve teacher practice in the mathematics classroom.

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

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

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program. Our teacher turnover rate increased in the 2008-2009 school year due to budget cuts.

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

Applicable    Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Several teachers received Excess notices and did not trust that they would be rehired. As a result, the teachers sought other employment opportunities.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We will need to have an appropriate budget to maintain key staff members.

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

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our school principal shared professional development information with our ESL teachers. Our first and second grade teachers of ELLS and our ESL teachers received district level professional development.

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

Applicable    Not Applicable

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

A few of our teachers attended district offered professional development for English Language Learners. Many classroom teachers of ELLs did not partake in professional development for teachers of ELLs.

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

This year an assistant principal has been assigned to supervise and monitor our ESL program. In October 2009 the assistant principal and two teachers attended professional development on the Language Allocation Policy. We will also disseminate information to all teachers regarding district-wide professional development.

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

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year, our ELLs were the target population for our inquiry team. Our research question was, "To what extent does our middle school SFA instructional program support our ELLS as measured by NYSESLAT, SFA, Acuity and the New York State English Language Arts assessments?"

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

Applicable  Not Applicable

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

According to our school's Department of Education 2008-2009 Progress Report, 27.3 percent of our English Language Learners made exemplary proficiency gains in English Language Arts and 41.7 percent of our English Language Learners made exemplary proficiency gains in mathematics. In addition, this year teachers have been provided with professional development. During which the complete list of our ELLs along with their NYSESLAT proficiency levels have been shared with them.

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

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

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

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

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

Applicable  Not Applicable

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

All teachers were given their students' IEP and had an opportunity to participate in each student's annual review.

41.4 percent of our special education students made exemplary progress in English Language Arts and 40 percent of our special education students made exemplary progress in mathematics.

This year our school principal has hired a special education consultant to provide professional development for teachers of special education.

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We looked at IEPs and found inconsistencies in goals and objectives. Upon interviewing staff, the related services team desired to have more conversations with classroom teachers to assist in goal setting process.

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

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Upon interviewing staff, the related services team desired to have more conversations with classroom teachers to assist in goal setting process.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. Common planning time is now in place for related service providers and classroom teachers in order to collaborate and set goals for students.

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

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

As per ATS system, the number of students in Temporary Housing is twenty two.

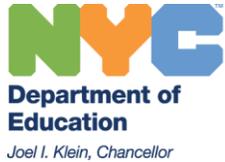
2. Please describe the services you are planning to provide to the STH population.

We are planning to target students in Temporary Housing in order to our provide additional academic support and guidance where necessary.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.



<b>School Self Evaluation Form Quality Review 2008-2009</b>
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<b>Name of Principal:</b>	<b>Kayrol Burgess-Harper</b>
<b>Name/Number of school:</b>	<b>PS/MS 149M The Sojourner Truth School</b>

Please complete with as much detail as you can. It is ideal to use the completion of the

school's self-evaluation form as a staff development exercise.  
**E-mail this evaluation to both [Qualityreview@schools.nyc.gov](mailto:Qualityreview@schools.nyc.gov) and to [Qualityreview@camb-ed-us.com](mailto:Qualityreview@camb-ed-us.com) on or before the due date provided in the attached letter.**  
Completing this form will help the school prepare for some of the discussions that will take place before and during the review. It will also help the reviewer get to know the school.

**Guidance on completing the form:**

- Please reflect on the school's practices related to the five Quality Statements. Use evaluative, rather than only descriptive, language. Focus the response on how these practices impact student outcomes.
- Include references to where evidence of the self-evaluation can be found.
- Use bullets points to list multiple evaluative points
- Limit the responses to no more than eight pages.
- Refer to the sub-criteria when organizing the response for each Quality Statement.

**A highly effective SSEF will:**

- draw on a wide evidence base and take the views of staff, students and parents into account
- be analytical, explaining the basis for actions and the resulting outcomes
- be evaluative, using selective examples to support the evaluation, link cause and effect clearly
- explain succinctly how the school has tackled the areas for improvement from the last review and what impact these actions have had on teaching, learning and student progress.

<b>Quality Statement 1 (QS 1)</b>	<b>Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor student's progress over time</b>
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<b>Quality Statement 2 (QS 2)</b>	<b>Plan and Set Goals:</b> School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.
<b>Quality Statement 3 (QS 3)</b>	<b>Develop Coherent Instructional and Organizational Strategies:</b> The school uses rigorous curricular, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.
<b>Quality Statement 4 (QS 4)</b>	<b>Align Capacity Building to Goals:</b> The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.
<b>Quality Statement 5 (QS 5)</b>	<b>Monitor and Revise:</b> The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

Please apply the answers to the following questions in each of the 5 areas on the next page as you address "the effectiveness of" for each Quality Statement:

- What has the school done in this area?
- What difference has it made? For whom?
- What is the school doing now; and why?
- What are the next steps?

<b>School Profile</b>
<p><b>School name and number:</b> PS/MS 149M The Sojourner Truth School  <b>School address:</b> 41 West 117<sup>th</sup> Street  <b>School telephone number:</b> 646-672-9020  <b>Principal's direct phone number:</b> 646-672-9020  <b>Principal's e-mail:</b> Ssingle@schools.nyc.gov</p>
<p><b>How was the SSEF developed? Who was involved?</b></p> <p>During one of our half day professional development, the school met to discuss the 2007-2008 Quality Review and Breakout sessions were developed as a result. Consequently, each academy was given one of the five quality statements to work on. That information was collected then redistributed to other groups to expand and develop responses to support each of the quality statements.</p> <p>All teachers (including out of classroom teachers as well as support staff) were involved in the development of the SSEF.</p>
<p><b>Evaluate the effectiveness of the school's process for gathering, analyzing and interpreting formative and summative data about student performance and progress (see Quality Statement 1 and sub-criteria).</b></p>

PS/MS 149 is highly effective in gathering and analyzing students' outcomes, utilizing them to understand what each student knows and can do, and monitoring our students' progress over time as evidence by :

- (May 2008 – September 2008)The school utilized spring 2008 formal assessments in ELA and Math to provide preliminary instruction and to target our struggling student population for the school 2008 -2009 year.
- The scores were used to formulate staffing choices and specifically to select staff for particular grades.
- (August 2008) AIS student grouping and staffing were also determined based on data from the grow reports, periodic and formal assessments, as well as progress reports.
- The AIS groups were determined based on the skills within the standards.
- We continue to look at the effectiveness of our instructional program.
- The school utilizes formal and informal assessments in all curriculum areas as well as formative and summative assessments to make succinct decisions to support our sub-groups.
- Periodic and predictive assessments in ELA and Math.
- Parents are using information assessments during one-on-one conferences with administrators and teachers and rescheduling dates for follow-up.
- On-going observations and conferences occur which provide opportunities to gather effective and meaningful conferring notes, footprints and anecdotes, of observable student behavior.
- Assessment binder is a tool the school uses throughout all content areas to gather analyze the following: periodic assessment, running records, conference notes, assessments, periodic and predictive assessments.
- Footprints are used in the assessment binders to show that it is a living document.
- We use assessment to inform our lesson plans and footprints to indicate areas of needs.
- We use lesson plans to indicate areas of needs during one-to-one teacher meeting
- Students meeting with teachers and administrators to discuss strengths and weaknesses and to set goals.
- Data is collected in the areas of science in the form of monthly students work and analyzed with the teachers and next steps are taken into account.
- Social studies data analysis is conducted via the model of students work, through monthly meetings and teachers are given ongoing feedback.
- Attendance and lateness played a significant role in student performance, so to keep a better track of students attendance, attendance is taken twice per day, morning and afternoon.
- The attendance team sends letters which are documented and calls made to parents.
- Monthly Attendance Celebration acknowledges students excellent attendance pattern.
- The assistant principal are assigned to academies but now we have an additional assistant principal specifically assigned to the Special education teachers and data analysis.
- Administrative staff work with SETTS and classroom teachers to target specific students need as per assessment binders.
- The Special Education teacher support service provider (SETTS teacher) works with classroom teachers with a targeted group of students and based on their observation of how the students are progressing, they plan lessons that are modified to support students in acquiring the necessary skills. The collected student work and periodic assessment data, as well as IEP goals are utilized to fine tune selected skills that students must become proficient in.

- Upon reviewing the segregated data, the school recognized that the ELL subgroup was not progressing as well as the other groups. As a result the CFI team targeted the ELL population using NYSELAT, Periodic Assessment, Predictive, ELA and Math State Assessment to determine students' needs.
- School-wide Progress Reports at our school is an interactive component for parent school partnerships. In addition to parent teacher conferences, progress report is designed to engage meaningful and goal setting conversation between parents, students and teachers/administrators.
- Due to the variety of sub-groups in the building, Parent workshops are differentiated to meet the need of the diverse parent community.
- Student, teachers and faculty work with students and parents to develop their work, portfolio which is not only used as assessment but it is a conversation tool to provide meaningful goal setting conversation with parents and students.
- This year the parents were engaged in goal setting conversations to promote student accountability for their child academic success.
- To promote student/parent accountability, all students are charged with setting goals based on their reading/math levels and scale scores.
- The Progress Report is distributed every six weeks. Progress Reports are aligned with the independent reading assessment as well as the Social Studies, Science and Math Units.
- The school makes use of tools such as Curriculum Mapping in areas of literacy, science, math and social studies to meet the standards across grades.

The cabinet met in June using formal and informal data based on standardized exams, teacher recommendation and portfolios to determine preliminary groups.

**Evaluate the effectiveness of the organizational structures that support the school's practice of setting goals for all students (see Quality Statement 2 and sub-criteria).**

The Assessment Team meets monthly to discuss and evaluate our school-wide goal of increasing the ELA proficiency (Level 3 and 4) by 11.2%.

Our goal is to move from 33.8% to 45% proficiency, as measured on the NYC progress report for 2008-2009

- School leaders and Professional Development Staff meet monthly to evaluate AIS groupings and to regroup targeted students according to assessed needs based on data.
- At the end of each 6 week unit there is a unitary assessment which is used to regroup students for individualized instructional plans
- In grades K – 5 teachers and administrators use Treasures assessments to differentiate reading groups according to assessment results
- In grades 6-8 teacher and administrators use SFA Assessments to regroup students according to assessment results.
- In social studies teachers utilize the workshop model. During instruction students work in collaborative groups as teachers confer with them. We've began work with our AUSSIE on differentiation strategies within the social studies content area. Our goal is to implement strategies in all classrooms that take into account individual learning styles. December through February teachers will receive professional development on Gardner's intelligence's via our AUSSI consultants
- During science professional development, facilitator works with teachers and collect samples of plans and student work to determine if students have met designated goals which were set prior to each unit. Based on the results of the science assessments, units are extended and/or re-taught.
- Teachers confer with students regularly regarding their progress in areas of concerns/weakness.

- Teachers confer with families every six weeks to discuss the result of students' progress. All progress reports must be signed for by a guardian.
- Academy Newsletters, 2<sup>nd</sup> cup coffee, parent newsletters, and school brochures for each academy are used to keep families informed.
- Director of Curriculum and parent coordinator meet monthly to discuss student progress and improvement as well as parent involvement as segue to co-plan parent workshops.
- Administrators and professional development staff work strategically to ensure there are high expectations via monthly formal walkthroughs with immediate feedback, weekly cabinet and monthly academy meetings.
- Culinary arts, music, arts and sports are used to motivate our struggling students as well as provide enrichment for our accelerated students.
- In addition to academic enrichment and remediation, we have an enrichment program in cooking aligned with the State Standards in cooking. Saturday academy supports students' physical educational opportunities with structured sports. We have an enrichment aligned with state standards in nutrition
- We have designed enrichment science exit projects in sound and vibration. This program is a layered curriculum exit project. Projects are differentiated through layering based on ELA scores.
- Sojourner Truth Culinary Institute uses state standards to implement consumer science and nutrition program through culinary. Consumer science and nutrition through s sand and builds enrichment skills across the curriculum for science and math for high level two's and threes
- Nintendo DS program uses technology as a form of intervention and enrichment in the areas of vocabulary, computation, and writing.
- In addition to supporting our high needs students via AIS, after school, and Saturday School programs, our students who are most challenged in English and Mathematics courses have an opportunity to experience success in our performing and visual arts program.
- In September of 2008 our school reviewed our 2007-2008 school CEP. Various constituencies consisting of parents, teachers, administrators met to analyze 07-08 CEP goals, assess whether goals were met and to revise, update and/or create new goals. The SLT Co-Chairs met with PTA to share the progress report, Quality Review, Learning Environment and school's CEP. The school leadership team has ongoing formal and informal meetings with 21<sup>st</sup> Century, Harlem Children Zone and Lorraine Monroe Leadership Institute. The school has set its goal for the year. The BLAPs were developed by teachers. Teachers shared their goals with the principal. One hundred percent of the staff are involved with goal setting for individual students. Students and/or parent conferencing and goal setting meetings were held October through November.

**Evaluate the effectiveness of the instructional strategies used to engage students to meet or exceed their learning goals (see Quality Statement 3 and sub-criteria).**

- Teachers maintain assessment binders with periodic, classroom, and observational assessments as well as conferring notes which are used to set and modify learning goals. Content Area Assessment Binders drive grade level and individual teacher planning.
- SETSS and ESL teachers confer regularly with classroom teachers to modify instructional plans based on analysis of class work for targeted students.
- Teachers examine student journals to ascertain unique student needs and provide individualized support.
- ELA and Math Aussie Consultants train teachers in best practices, and differentiated instruction lesson planning.

- Science and Literacy Consultants provide professional development to support curriculum.
- ELL teachers attend outside professional development to improve learning outcome for our ELL subgroup.
- All classrooms are supplied with library books in all content areas.
- K-6 and all middle school classroom teachers have received science kits for hands-on learning.
- Technology is a vital part of learning at our school as students learn through use of Laptops, Nintendo, DS Systems and Read One-Eighty Program to support our struggling readers.
- Sports equipment has been purchased to enhance our physical fitness program.
- Small group instruction is a vital part of our after-school programs, in addition to zero period and lunchtime tutorials.
- Funding has been allocated for teachers to attend training rate professional development for all teachers
- Over seventy five percent of our teachers agree that they work in an environment of trust and respect.
- At this school we educate the whole child and there is a high level of mutual respect between adults and children at all levels.
- Teachers are free to demonstrate areas of weakness and seek support from administrators, following learning walk and through the vehicle critical friend groups. In addition one-on-one conferences with Assistant Principals provide individualized professional development.
- As we educate the whole child, our students experience success in academics, as well as sports.
- In conjunction with teachers and administrators, students set their own goals.
- Professional development is not only business oriented but also fun through team building.
- Students participate in Principal Contests; in addition, staff members are awarded monthly via staff development appreciation. Monthly Awards attendance for attendance, and Monthly Award celebration of our students.
- SPINS program is used to support students' improvement provide leadership and building self-esteem and encourage community involvement.
- Through respect through responsibility, all teachers are responsible for the well-being of our each student.

**Evaluate how effectively the school's professional development aligns to the school-wide goals for accelerating student learning. (see Quality Statement 4 and sub-criteria).**

- Detailed data-based pre-observation conferences are conducted prior to each formal observation.
- Formal and informal observations are done consistently.
- Post observation conferences and when applicable Individualized Teacher Professional Development Intervention Action Plan provides ongoing support.
- Monthly walkthroughs with immediate feedback and follow-up.
- Building Level Action Plan (BLAP) where teachers set personal goals are visited three times per year. At which time teachers reflect, monitor and revise their goals.
- In-house mentoring is provided for new teachers. In addition, veteran teachers also seek and receive support.
- Senior teachers also provide mentoring through peer mentoring. "Critical Friends" visit classrooms and provide support to colleagues.
- Our school is unique in professional development program as we provide individualized profession development to all staff members based on school needs, teacher needs, teacher request, observations and any required mandates.

- We provide after-school professional development in various areas such as Acuity, data analysis, classroom management, differentiated instruction, assessment, classroom environment, and California Teaching Standards. At the beginning of the school year new teachers receive two days of training in Blooms Taxonomy, Building Level Action Plan (BLAP), BBC – Black Board Configuration, Lesson Plan Development and Professional Development survey is done in the beginning of the school year and will be revisited in January 2009. After every professional development an evaluation is used to look at how the person perceived the effectiveness and follow-up topics in addition to next steps for the administrative teams are put in effect.
- There is a differentiated alignment of lesson planning between classroom teachers and support staff based on students work (data).
- Informal meetings with administration and various staff based on individual requests with individual feedback.
- Regular meetings with curriculum and PD specialist such as AUSSIE Consultants and both Literacy and Math coaches, conveying teachers need for support focusing on subgroups and data.
- Seven classroom teachers participate in our weekly CFI meetings
- Interdepartmental (social studies, science, math, and English) discussions on targeted student population to improve student academic and social performances.
- Teachers facilitate and co-facilitate academy meetings
- Diverse group of teachers are included in the inter-visitation to other schools to observe best practices
- Teachers new to the building and teachers in need of professional improvement, observe best practices of more experienced teachers
- 100% of our teachers take part in some form of inquiry of our student population
- PD has been offered on Acuity and use of periodic assessment to assign online targeted instructions based on individual students needs/results.
- SFA Professional Development with teachers, Literacy consultants, and SFA Liaison, in addition the core subject leaders and teachers are responsible for SFA student data.
- Weekly academy meetings /planning meetings/grade meetings/subcommittee meetings meet weekly to discuss and analyze student work by class, grade and as academy cohorts with a focus on subgroups with the goal of increasing student support thereby improving student outcomes
- School and classroom inter-visitation in addition to learning walks. Learning walks involve, the entire school community: parents, teachers and students
- Video library of PS/MS 149 teachers demonstrating best practices in teaching
- Informal and formal observations with on going feedback
- Conferencing and goals setting with parents, students, and staff.
- SAPIS, Boys to Men, LMLI – Lorraine Monroe Leadership Institute– (**CARA College A Reality for All**, Girls' Tea, Student Leadership, Boys to Gentlemen), 21 Century, Street Squash, PTA and Harlem Children's Zone.
- Monthly meeting with Guidance Counselors, Speech and Language, School's Psychologist, and articulation between classroom teachers and service providers,
- Parent Coordinator work in collaboration with curriculum specialist to provide parents workshops with ELL parents, 2<sup>nd</sup> cup of coffee to discuss personal improvement, Asthma Free School Zone meeting, Senior Meetings for graduating students, providing parent support for testing so that they may better prepare their children, monthly parent newsletters, helping parents understand the School's Progress Report and how it impact students, school leadership school committee,

- Sports to help personal growth - Basketball team, wrestling, track team and Hunter College Alpha Fraternity Mentoring Program going beyond to serve as role models for our students,

**Evaluate how effectively the school monitors student learning and uses instructional practices to meet goals for accelerating learning. (see Quality Statement 5 and sub-criteria).**

- Monthly assessments are used to set performance goals; periodic assessment to form intervention for students, teachers make immediate adjustment to lesson plans based on students understanding through the use of foot prints; Assistant Principals meet with teachers to discuss interim assessment data and track students outcomes and needs. In addition SFA students are assessed every six weeks. SFA small reading groups and AIS small groups, use of DIBELS and ongoing Progress Monitoring are also used to assess students and set goals.
- Unit exams, project based learning are used in the area of Science and Social Studies.
- Use of ITT, Acuity, Running Records, Student Level Action Plan, observation, one-on-one meetings and grade meetings are used to assess students learning and modify goals.
- Out of classroom teachers plan with classroom teachers and revise plans for the targeted students.
- Six half days have been added to the school's calendar to support teachers development in use of data, data analysis, grouping students, teacher collaboration, instructional improvement, peer mentoring, analysis of school-wide data such as progress report and School's Report Card, Collaboration with the network team to provide support to teachers in the area of subgroups (ELL Instruction) in addition to students who score high level two's.
- There are five reporting periods – two for report cards and three for progress reports. During each of the five reporting periods, parents meet with teachers, counselors and administrative staff to assess students' progress, monitor and revise goals.
- The school regularly uses the progress report, attendance, quality review, learning environment survey and other data such as interim assessment, AIS unit assessment, to evaluate the effectiveness of the decision made by the school and modify them accordingly. As a result, we have increased the number of professional dates for SFA trainer, added half days for professional development support in understanding acuity and using it to provide students with individualized online instruction. We have changed our attendance practice based on the attendance data and attendance is now taken twice daily. To decrease our suspension rate, this year we are now doing more intervention to decrease the disciplinary issues through sports incentive, Nintendo DS Club, Boys to Men Book Club, lunch time library access and at risk support with guidance counselor.
- Professional Development is provided in the area of lesson planning. The administration as well as the director of curriculum and instruction visit classrooms and have determined through observations of lesson delivery and lesson plan that teachers are more mindful of students needs in their lesson planning by evidence of their lesson plan which include teacher notes.
- Based on formal and informal observations, teachers receive immediate feedback with recommendations for improvement. The administration provides support for improvement and that support for improvement is monitored via Teacher Individualized Plans. We then go back and revisit to see if there has been improvements.
- As it is quite early in the school year, PS/MS 149 is on its way to meeting the goals set forth in the school's CEP. The CEP was collaboration between parents and staff based on identifying needs as a result of the analysis of the school's data such as Progress Report, Quality Review and Learning Environment Survey, Test scores, Inquiry Team work for the previous year was also instrumental in developing the CEP. In our school the CEP is a living document and we constantly monitor to see how close we are to meeting our CEP goals and strategize for next steps. We pride ourselves on our reflective practices and we use our monthly meetings and our Academy Meetings to reflect on our practices.

- Teachers have developed BLAPs based on student data to support their movement toward the school's vision. The school-wide goals have been shared with all staff. Administrators and teachers systematically continue to meet with families and students to set goals in accomplishing the schools' vision.

**Describe what has been done at the school to address the areas for improvement identified in the last Quality Review and the outcomes of the Progress Report, State assessments and/or other assessments conducted at the school. Explain the impact this has made in the school.**

- Last year we needed to further develop differentiated instruction, this year we have provided professional development workshops professional. We used support staff such as SETTS teachers to push in to classrooms to provide individualized instruction for differentiated instruction to target students. Teachers have received outside training in differentiated instruction provided by our Children's First Network team. Our AUSSIE Consultants are also supporting teachers in their quest to differentiate lessons. SETTS and ESL teachers have lesson plans that have been developed in alignment with classroom teacher's lesson plans to further support the individual needs of students. In addition, teachers have been provided with professional development in using Acuity, to provide individualized instruction based on periodic assessments results.
- To expand student horizon the school has partnered with Harlem Children's Zone and the 21<sup>st</sup> Century Grant to provide extra-curricular activities in the area of drama, poetry and spoken word, as well as math and ELA tutorial. Chess, violin, wrestling, basketball, track, Nintendo DS, Saturday Academy with structured recreational time, Mentoring with Hunter College Fraternity ,
- The school provides on-going professional development and hands-on workshops in the areas of acuity, data analysis, and use of assessments in the content areas. Through conversations around data analysis, administrators assess weather the professional development has been put into place to ensure that the development and application of clear rubrics between teacher and students is used to establish characteristic of different level of students learning.
- Students and teachers collaborate on the creation of rubrics and monitor progress in the alignment of established rubrics to support students in understanding how well they have performed in all curriculum areas.

**Please describe no more than three distinctive features of the school.**

- The school is broken into three distinct small learning academies –Pre-K through 2<sup>nd</sup>, 3-5, and 6-8.
- Assistant principals are supervising staff according to their content area strength.
- Parents and students feel this is a safe and nurturing environment and families feel there is someone they can connect to on the staff.