



[PS/MS 149 – THE SOJOURNER TRUTH SCHOOL]

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

SCHOOL: (03/ M/ 149)

ADDRESS: 41 WEST 114TH STREET, NY, NY 10026

TELEPHONE: 646-672-9020

FAX: 646-672-9302

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

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: Ms. Kayrol Burgess-Harper **EMAIL ADDRESS:** KBurges3@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Casey Bauer

PRINCIPAL: Kayrol Burgess-Harper, *Principal, I.A.*

UFT CHAPTER LEADER: Mr. Patrick Walsh

PARENTS' ASSOCIATION PRESIDENT: Mrs. Sonya Hampton

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

DISTRICT AND NETWORK INFORMATION

DISTRICT: 03 **CHILDREN FIRST NETWORK (CFN):** CFN3

NETWORK LEADER: Lucius Young

SUPERINTENDENT: Dr. Sara Carvajal

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Mrs. Sonya Hampton	*PA/PTA President or Designated Co-President	
Ms. Tavia Turner	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ms. Frances Fladger	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Daunte Pinckney	CBO Representative, if applicable	
Ms. Casey Bauer	Member/	
Mr. Kevin Hill	Member/	
Mr. Stephen Contos	Member/	
Ms. Audrey Mitchell	Member/	
Ms. Miriam Holmes	Member/	
Mr. Richard White	Member/	
Mr. James Wrighten	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

The **Mission** of P.S./M.S. 149 is to build a community with a structured learning environment where children, teachers, and administrators are active participants in the total learning process. Our students are challenged to achieve personal growth and academic success through a meaningful education that includes in-depth, analytical, and differentiated instruction, aligned with standards in all curriculum areas. Our teachers, administrators, and staff prepare our students to think critically, to problem solve, and to confidently face an ever changing and technologically advancing global society. At P.S./M.S. 149, we continuously foster the development of each student's positive self-image while we encourage and cultivate their love of learning in a collaborative, supportive atmosphere. Our motto, "**Where Excellence is a Must**" demands educator "**Commitment**" to our students, parents, and selves, "**Confidence and Belief**" for each and every student of P.S./M.S. 149, and "**Respect**" provided by all teachers and staff and expected from all students. To this end:

- ◆ Our students are encouraged to be aware of their academic levels and what they will need in order to move to the next achievement level, thereby revealing their self-motivation and taking 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.
- ◆ Our seven vocabulary words: Respect, achievement, perseverance, commitment, confidence, aspiration and belief, serve as the principle that we will live by.

We work in partnership with our families by way of our monthly academy newsletters, parent workshops, 2nd Cup of Coffee, and Principal's Café Corner.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	33	37	34		90.3	90.3	90.6		
Kindergarten	47	40	61						
Grade 1	42	43	38	Student Stability: % of Enrollment					
Grade 2	57	48	42	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	40	44	45		TBD	TBD	TBD		
Grade 4	36	50	47						
Grade 5	47	37	37	Poverty Rate: % of Enrollment					
Grade 6	58	39	31	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	54	61	39		76.3	100	100		
Grade 8	61	67	59						
Grade 9	0	0		Students in Temporary Housing: Total Number					
Grade 10	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0			9	24	17		
Grade 12	0	0							
Ungraded	0	1		Recent Immigrants: Total Number					
	0	0		(As of October 31)	2007-08	2008-09	2009-10		
Total	476	476			5	TBD	TBD		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	2	2	2	Principal Suspensions	2	23	44		
No. in Collaborative Team Teaching (CTT) Classes	1	2	2	Superintendent Suspensions	1	31	14		
Number all others			18						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	3	7
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	30	35	40	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	2	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	41	41	41
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	9	7
(As of October 31)	2007-8	2008-9	2009-10	Number of Educational Paraprofessionals	3	3	10
	0	5	8				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	94	96.0
American Indian or Alaska Native	0	0	1	Percent more than two years teaching in this school	57.9	70.7	80.0
Black or African American			77.5%	Percent more than five years teaching anywhere	42.1	39.0	50.0
Hispanic or Latino			11.1%				
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher	79.0	76.0	80.0
White	1.2	1.5	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.3	80.3	96.0
Multi-racial	0.2	1.0					
Male			49				
Female			51				

2009-10 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
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): A	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	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**	Progress Target
All Students			✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	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.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	92.8	Quality Statement Scores:	
Category Scores:		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 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% 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/Teacher 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 your school's 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 2009-2010 **Progress Report** revealed the following performance trends:

English Language Arts (ELA)

Student Performance

- 28% of our students were at or above proficiency level in English Language Arts.
- Our median proficiency was 2.50 in English Language Arts.

Student Progress

Our school received a "B" 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.

- 68.0% of our students made at least one year of progress.
- 80.0% of our students in our school's lowest third made median growth percentile.
- The average median proficiency in mathematics is 2.71.

Subgroups

- 50.0% of our English Language Learners made exemplary proficiency gains in English Language Arts.
- 32.7% of our self-contained/CTTSETSS students made exemplary gains in math.
- 49.9% of our students in the lowest third citywide made exemplary gains in ELA.
- 44.8% of our students in the lowest third citywide made exemplary gains in mathematics.

Mathematics

Student Performance

- 33.7% of our students were at proficiency in levels 3 & 4.
- 66.3% of our students are at levels 1 & 2.
- Our school's median proficiency is 2.71 in mathematics.

Student Progress

- 73.0 % of students in the lowest third made proficiency growth.
- 59.0% made average growth

Subgroups

- 33.37% of our English Language Learners made exemplary proficiency gains in mathematics.
- 32.7% of our self-contained/CTT/SETSS made exemplary gains in mathematics.
- 44.8% of our students in the lowest third citywide made exemplary gains in mathematics.
- 50.0% of our English Language Learners made proficiency gains in ELA.
- 40.8% of our self-contained/CTT/SETSS made exemplary gains in ELA.
- 47.9% of our students in the lowest third citywide made exemplary gains in ELA

Our Learning Environment Survey revealed that 56% of our students indicated that their children are not exposed to technology during the school day. In fact, over 60% 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 goals for the 2010-2011:

- By June 2011, at least 50% of our students who received levels 1 and 2 in grades 3 – 8 will move to the next level in English Language Arts as measured by the NYS Exam.
- 70% in kindergarten – 2nd grade will meet or exceed benchmark level according to assessments – DIBELS Assessments, Fountas and Pinnell. Our school will provide differentiated groups formed based on ELA item skills analysis, assign students to teachers during AIS by teachers' qualifications and areas of expertise, partnership with CBO to enhance learning that is taking place in during the school day, in addition to providing professional development for teachers of our English Language Learners so that they may better meet the needs of their students and by monitoring and revising every six weeks.
- There will be a 15% increase in *mathematics* assessment results by May 2011 as per classroom assessments. Our goal is to increase rigor to meet the new standards through inquiry teams, Common Core Curriculum Pilot in mathematics, grade level meetings, students' conferences and revising and monitoring systematically. We will increase parent workshops, professional development for teachers, set goals with students through ongoing conferencing,

more enrichment activities to meet the needs of students meeting standards, intra and inter visitations and by monitoring and revising at the end of each assessment unit.

- To develop instructional expertise of our teachers and administrators and to strengthen teaching so students may learn in deeper and more meaningful ways. Teachers will be supported through ongoing individualized professional development for teachers, use of Teacher Data Report of provide individualized professional development, study group, inquiry team around the Common Core Curriculum, inquiry team to meet the needs of the school, and work with our AUSSIE Consults. Therefore, by June 2011, 100% of staff will be exposed to at least 4 professional development activities to support his/her individualized needs and monitor and revise.
- By June 2011 50% of school staff will integrate the use of technology in their mathematics lesson. 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Based on our findings during our assessment of our needs, we have determined our goals for the 2010-2011:

1. By June 2011, 50% of students who received levels 1 and 2 in grades 3 – 8 will move to the next level in English Language Arts as measured by the NYS Exam. In kindergarten – 2nd grade, 70% of students will meet or exceed benchmark level according to assessments – DIBELS Assessments, Fountas and Pinnell and SFA Guided Reading Levels. Our school will provide differentiated groups formed based on ELA item skills analysis, assign students to teachers during AIS by teachers' qualifications and areas of expertise, partnership with CBO to enhance learning that is taking place in during the school day, in addition to providing professional development for teachers of our English Language Learners so that they may better meet the needs of their students and by monitoring and revising every six weeks.
2. By June 2011, teachers will integrate technology to support the enhancement of mathematics achievement of students in grades 3 – 8 in order that at least 50% of our levels 1 and 2 students move to the next performance level as measured by the NYS Math Exam. Our goal is to increase rigor to meet the new standards through inquiry teams, Common Core Curriculum Pilot in mathematics, grade level meetings, students' conferences, technology and by revising and monitoring systematically. We will increase parent workshops, professional development for teachers, set goals with students through ongoing conferencing, more enrichment activities to meet the needs of students meeting standards, intra and inter visitations and by monitoring and revising at the end of each assessment unit.
3. By June 2011, 100% of pedagogical staff will receive at least four professional development activities to support his/her individualized needs. This will develop instructional expertise of our teachers and strengthen teaching so students may learn in deeper and more meaningful ways. Teachers will be supported through ongoing individualized professional development for teachers, use of Teacher Data Report of provide individualized professional development, study group, inquiry team around the Common Core Curriculum, inquiry team to meet the needs of the school, work with our AUSSIE Consults and through monitoring and revising effectiveness.

4. By June 2011 50% of school staff will integrate the use of technology in their mathematics lesson. 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.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of students who received levels 1 and 2 in grades 3 – 8 will move to the next level in English Language Arts as measured by the NYS Exam. In kindergarten – 2nd grade. 70% of students will be reading on or above grade level as per the assessments of – DIBELS Assessments, Fountas and Pinnell Guided Reading Levels. Our school will provide differentiated groups formed based on ELA item skills analysis, assign students to teachers during AIS by teachers’ qualifications and areas of expertise, partnership with CBO to enhance learning that is taking place in during the school day, in addition to providing professional development for teachers of our English Language Learners so that they may better meet the needs of their students and by monitoring and revising every six weeks</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ● Use of Success for All (SFA) reading program for grades 6 through 8 students. Students receive small group (20 student maximum) reading instruction according to Lexile reading level and teacher assessment. Students are assessed every six to eight weeks for regrouping. Students receive four additional 50-minute writing periods each week. ● All content area (social studies, mathematics, science, ESL, etc) teachers are trained to teach reading and teach small SFA reading groups for one hour, five days each week throughout the school year. ● Use of Treasure’s English Language Arts program for grades Pre K – 5 students. Students in grades 3-5 receive small group instruction through literacy centers and are assessed at the end of every unit. Re-teaching and regrouping is determined by the results of the unitary

	<p>assessment.</p> <ul style="list-style-type: none"> ● 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. ● Administrators and teachers will meet in late September 2010 to identify low performing students using spring 2009 periodic assessment ELA data and develop individual action plans for those students as well as form inquiry teams. ● In-class individual action plans are implemented in November 2011. ● All classroom teachers identify students to target for Academic Intervention Services (AIS) based on an in depth item skills analysis of the November, 2010 periodic assessment. Students receive tailored, small group instruction based on their ELA weaknesses. ● AIS groups are 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 receive targeted small group (1:10) instruction 3 days each week for 50 minutes. Students are assessed every six weeks and groups are reconfigured based on the academic needs of individual students. ● AIS is provided for students performing at Levels 1 and 2. Enrichment opportunities are provided for students performing at Levels 3 and 4. ● Teacher review of formative assessments is ongoing.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ● Use of money for English Language Arts AUSSIE consultant (C4E). ● Use of money for Success for All consultant to provide demonstration lessons, training in reading program, and monthly professional development. ● Use of money for coverage during teacher training. ● Use of money for teacher trainee rate for professional development: data, assessment, DIBELS, and SFA.

	<p>mathematics assessment, teacher discretion, personal interviews, state data, work-folders, portfolios, observation, and anecdotes. Students with similar needs, as per item skills analysis, are targeted for differentiated instruction. Students receive targeted small group (1:10) instruction 3 days each week for 50 minutes. Students are assessed every six weeks and groups are reconfigured based on the academic needs of individual students.</p> <ul style="list-style-type: none"> • Extended day learning opportunities (AIS) for our students at Levels 1 and 2. • Enrichments periods during AIS for our students performing at Levels 3 and 4. • Integrated Algebra Regents class offered to targeted 8th grade students at Levels 3 & 4. • Pre-K through 8 teachers maintain and review assessment binders to monitor student progress in grades. • Daily 90-minute mathematics instructional block in grades 3 through 5. Eight periods a week of mathematics instruction in grades 6 through 8. Daily one-hour mathematics block in grades Pre-K-2. • AUSSIE provides professional development in technology. • Weekly grade level common planning sessions among classroom teachers to share best practices and to ensure that instruction is seamless. • Vertical planning opportunities to enhance teacher ability to connect to prior knowledge and to ensure lessons are sufficient for future learning. • Classroom inter-visitations allow teachers to share best practices and build teaching and learning capacity in mathematics. • Utilization of the mathematics workshop model throughout grades Pre-k through 8. • Six to eight week unitary assessments in mathematics inform subsequent instructional decisions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of Blueprint for Middle School Success grant for Mathematics AUSSIE consultant • Use of Blueprint for Middle School Success grant to Develop Regents Integrated Algebra Class • Use of money for coverage during teacher training. • Use of money for teacher per session for professional development: data, assessment, Collaborative Inquiry Team work

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

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

- Periodic assessment (Predictive, ITA) will reveal an increase in scores.
- Student mathematics levels will increase at the end of each unitary assessment.
- Benchmark assessments are administered 3 times each year: September/October, January/February, and May/June will reveal student strengths and weaknesses.
- Teacher informal and/or formal observations will reveal an increase in student time on task.
- Teacher conferring notes will reveal improved performance in sub-skills taught.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • 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. • Use of GE Blueprint for Middle School Success grant to Develop Science Curriculum • Use of money for coverage during teacher professional development. • Use of GE Blueprint for Middle School Success grant for teacher trainee rate for professional development: data, assessment, Inquiry Team work. • Utilization of New City's State of the Art Science Lab in middle school. • CSI will hold weekly meetings to support the development and implementation of the science curriculum based on observations, interventions, and assessment data.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data analysis of pre- and post-unit tests will reveal and increase of scores. • Pre- and post-tests are given at the beginning and end of each of 4 units. The difference will show an increase in learning over the units. • Analysis of state tests for fourth and eighth grade will show an increase in scores from year to year. • Teacher informal and/or formal observations will reveal an increase in student time on task. • Teacher conferring notes will reveal improved performance in sub-skills taught.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use of money for coverage during teacher training. • Use of money for teacher trainee rate for professional development: data, assessment, Inquiry Team work.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • 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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. Eighty five percent of teachers will incorporate technology in their instruction from September 2010 through June 2011 By June 2011 60% of school staff will integrate the use of technology in their mathematics lesson. 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.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • A survey is taken to measure classroom use and teacher competency in technology. • Data is gathered based on the teacher surveys and student work that showcases the use of technology in the classroom. • Workshops are provided for training in the use of Smart Boards and technology in the classroom. • Laptops are integrated in classroom instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Use of GE Blueprint for Middle School Success grant for- <ul style="list-style-type: none"> ○ Technology professional development. ○ Substitute coverage during teacher technology training.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students will produce technology-based student projects. • Students will complete a survey so that their voices are heard and to better meet their needs • School will host a school-wide technology fair. • Students will produce technology projects which will be a part of the Mid –Year and End-Year Science Fairs. • Teachers and students will use technology resources such as Internet, scientific and

graphing calculators.

- Teachers will incorporate technology in their everyday planning.
- Teachers and students will be observed for daily use of the Smart-Board and lap top computers during instructional activities.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10		N/A	N/A			1	
1	10		N/A	N/A			1	
2	10		N/A	N/A				
3	43	43	N/A	N/A			6	
4	38	38	37	37			1	
5	41	41					5	
6	38	38					1	
7	34	34					3	
8	40	40	40	40			2	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Small group with a maximum of ten students for 50 minutes after school for three days per week • Extended Day Services through Harlem Children’s Zone • Mandated Service Support (IEP Students) • SBST Support • Small group differentiated instruction through Success For All <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 8th 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>
Mathematics:	<ul style="list-style-type: none"> • Small group with a maximum of ten students for 50 minutes after school for three days per week • ELL support • Impact Math • Everyday Math • Integrated Algebra • Extended Day – Intervention – Grades K-8 • SBST Support

Science:	<ul style="list-style-type: none"> • Small group of a maximum of ten students for 50 minutes after school for three days per week • 50 minutes per week during school • Extended Day Services through Harlem Children’s Zone
Social Studies:	<ul style="list-style-type: none"> • Small group of a maximum of ten students for 50 minutes after school for three days per week • Extended Day Services through Harlem Children’s Zone
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Provides at-risk services, crisis intervention and conflict resolution to students in order to enable students to engage in academics • Meets with students, teachers and families for short term and long term interventions • Builds community and develop interpersonal relations • Tier 1 intervention in classroom included establishment of rules, expectations and individual student goals • Regular parent teacher meetings to confer and support progress of student goals
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Meets with parents and students • Assists teachers and parents with Behavior Modification Plan • Meets bi-weekly with SBST and administrators to discuss students and cases
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Provides services to students in grades K – 8 weekly, biweekly and as necessary • Provides social and emotional support in small group sessions and one on one • Mediates peer intervention group where students discuss issues that are important to them • Communicates with parents regarding students’ progress socially and emotionally • Meets regularly with administrators to discuss student’s progress
At-risk Health-related Services:	<ul style="list-style-type: none"> • Health related workshops and information sessions for students and parents

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.

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 after school instructional program is delivered in 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 2011. The afterschool program includes the use of a text Building Vocabulary from Word Roots.

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 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.

Section III. Title III Budget

School: 03M149 BEDS Code: 310300010149

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 2 Certified Teachers • 1 Certified Teacher • 1 Certified Teacher 	\$10,776.24 <ul style="list-style-type: none"> • \$4789.44 • \$3592.08 • \$2394.72 	<ul style="list-style-type: none"> • After School ELL Program: Two certified teachers with satisfactory rating to provide direct instruction to targeted ELL population two days each week for 1 hour for a duration of 24 weeks. $\underline{2 \text{ Teachers}} \times 2 \text{ hours per week} = 4 \text{ hours per week} \times 24 \text{ weeks} = 96 \text{ hours total} \times 49.89 \text{ (per session rate w/fringe)} = \\$4,789.44$ • Parent Involvement: 1 Teacher facilitates ESL classes for ELL families 2 days per week. $\underline{1 \text{ Teacher}} \times 1.5 \text{ hours} \times 2 \text{ days per week} \times 24 \text{ weeks} = 48 \text{ hours total} \times 49.89 = \\3592.08 • Parent Involvement: Teacher facilitates Bi weekly neighborhood walking Tours and cultural site visits to acclimate ELL parents and students to American history and culture. $\underline{1 \text{ Teacher}} \times 4 \text{ hours} \times 12 \text{ sessions} = 48 \text{ hours total}$

		48 hours X 49.89 = \$ 2394.72
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	<ul style="list-style-type: none"> • \$1500.00 	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - High interest readers to serve Ells and students with disability. - Movie passes for Ells and students with disabilities - Readers' Theatre 	<ul style="list-style-type: none"> • \$1500.00 	. Materials & Food <ul style="list-style-type: none"> • Parental involvement: Culminating learning via a project based <i>International Festival of Cultural Sharing</i> (music, food, flag, photos, dance, history, poems, song, writing, presentations, etc.)
Educational Software (Object Code 199) Rosetta Stone Ellis Program CD for nature study example, birds, lions etc.	<ul style="list-style-type: none"> • \$1800.00 	Language development software packages for after-school program <ul style="list-style-type: none"> - The Rosetta Stone which is student driven, data driven and used nation-wide. There is also a home and school connection.
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$333,870.00	\$52,179.00	\$384,224.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,338.70	\$521.79	\$3,860.49
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,693.50	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$33,387.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 96%
6. If the percentage of high quality teachers during 2010-2011 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 attending school to obtain the license in the field they are currently teaching.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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



The NEW YORK CITY DEPARTMENT OF EDUCATION

Joel I. Klein, Chancellor

SOJOURNER TRUTH SCHOOL

Kayrol Burgess-Harper, I.A. Principal

P.S. / M.S. 149M; 41 W. 117th 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, and;

- √ 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.

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 Teachers 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.
- √ Provide a room where parents have access to resources, information on their children's classes, etc.
- √ Provide a parent/school handbook.
- √ Provide English language workshops for English Language Learning parents.
- √ Make visible to-do lists and other volunteer opportunities in the office or other visible areas so that parents who are interested have the opportunity to help.
- √ The administration will make phone calls home through phone blasts and pre-recorded messages.
- √ The administration will mail or email home calendars, newsletters, and other important information.

The P.S./M.S. 149 Parent Involvement policy will be distributed in September of 2010. An annual review of the policy will take place in February 2011.

1. 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.

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, zero periods, Test Prep Academy, etc.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

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 classrooms and pull students out for AIS support.

At the beginning of 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 areas of strength, need, 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 Assessment for English Language Learners – LABR and NYSESLAT to meet student's needs
- Science and Social Studies student assessment binders, teacher assessment binders, student portfolios, grade assessment data for Pre-K through eighth grade
- Running Records
- ACUITY
- Content area meetings, grade meetings and vertical meetings
- Teacher anecdotal

2. Schoolwide reform strategies that:

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

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, after school programs, transition program for ELL students, push in programs for IEP students through our CTT program, technology enrichment programs, extracurricular opportunities in athletics and the arts, 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 Schoolwide 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. This includes workshops on parenting practices and helping with homework, plus classes to assist English language learning parents and helping parents to utilize ARIS parent link through a grant written to obtain computers for parents.

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 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, academy meetings, grade meetings, and during professional development to discuss assessment, common planning, 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, after school programs, transition program for ELL students, push in programs for IEP students through our CTT program, technology enrichment, 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.

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

Explanation/Background:

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

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

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

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

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

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

quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				\$333,870.00	39, 40, 41 and 42
Title I, Part A (ARRA)	Federal	✓				\$52,179.00	39, 40, 41 and 42
Title II, Part A	Federal	✓				\$101,578.00	30, 31 and 32
Title III, Part A	Federal	✓				-	30, 31 and 32
Title IV	Federal	✓		✓		-	
IDEA	Federal	✓		✓			
Tax Levy	Local	✓		✓			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

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

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.

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 149 Sojourner Truth					
District:	3	DBN:	03M149	School		310300010149

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	27	36	36		89.1	90.3	90.6
Kindergarten	34	53	55				
Grade 1	42	42	60	Student Stability - % of Enrollment:			
Grade 2	45	39	42	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	44	44	42		88.9	86.8	88.0
Grade 4	40	44	38				
Grade 5	33	39	40	Poverty Rate - % of Enrollment:			
Grade 6	38	33	39	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	55	37	32		76.3	80.7	80.7
Grade 8	52	58	40				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		13	42	47
Grade 12	0	0	0				
Ungraded	1	2	7	Recent Immigrants - Total Number:			
Total	411	427	431	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	3

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	31	40	Principal Suspensions	26	23	44
# in Collaborative Team Teaching (CTT) Classes	12	1	9	Superintendent Suspensions	26	31	14
Number all others	41	45	43				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	40	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	9
# receiving ESL services only	39	57	TBD	Number of Educational Paraprofessionals	3	3	8
# ELLs with IEPs	5	7	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	5	1	9	% fully licensed & permanently assigned to this school	100.0	100.0	91.2
				% more than 2 years teaching in this school	70.7	65.0	71.4
				% more than 5 years teaching anywhere	39.0	37.5	51.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	75.0	88.6
American Indian or Alaska Native	0.0	0.2	6.3	% core classes taught by "highly qualified" teachers	80.3	75.3	69.6
Black or African American	75.9	75.9	69.8				
Hispanic or Latino	20.9	20.8	20.9				
Asian or Native Hawaiian/Other Pacific	2.4	2.3	2.3				
White	0.7	0.7	0.7				
Male	50.6	48.7	49.0				
Female	49.4	51.3	51.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	v	v				-	
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1			0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	45.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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

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

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

If there are images in this attachment, they will not be displayed. [Download the original attachment](#)
Office of English Language Learners

Grades K-12 Language Allocation Policy

Submission Form

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 03	School Number 149	School Name Sojourner Truth School
Principal Kayrol Burgess-Harper		Assistant Principal Ms. Marie Jones	
Coach N/A		Coach N/A	
Teacher/Subject Area Joffrey L. Smith, ESL		Guidance Counselor Judy Fisher	
Teacher/Subject Area Patrick Walsh, ESL		Parent Sonia Hampton	
Teacher/Subject Area Athena Ayers, Mathematics		Parent Coordinator N/A	
Related Service Provider Kevin Hill, SETSS		Other N/A	
Network Leader Lucius Young		Other N/A	

B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
2		0		0	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	
0		0		0	

C. School Demographics

Total Number of Students in School		Total Number of ELLs		ELLs as Share of Total Student Population (%)	
432		46	46	9.4	% 9.4

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

Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? As far as we can discern, the program models offered at PS/MS 149 are aligned exactly with the parent's requests.

Paste response to questions 1-6 here

Steps in the ELL Identification Process

The first step in identifying possible ELLs is the administration of the Home Language Survey which includes the informal interview/assessment in English and in the native language. At the same time we interview the parents and assess that information. The people responsible for this process are Patrick Walsh, licensed certified ESL teacher, and Joffrey Smith, transitional B certified teacher of ESL. Dependent upon the information from the Home language Survey a LAB-R exam may be administered and then assessed.

We determine the primary language spoken by each parent by asking him or her to fill out the Home Language Survey. We ask them what language they speak. We determine whether the parent needs assistance to communicate effectively if we cannot understand them or if it is clear they do not understand what we are asking them. This information is recorded and maintained in the HLS. We also evaluate the ELLs that have taken the NYSESLAT. This is done by a careful study of the scores in the four modalities: Reading, Writing, Listening and Speaking. The scores in the modalities provide an objective base for identifying students strengths and weaknesses. Instruction is then informed by comparing the progression or regression a student makes on each of the modalities of the NYSESLAT. The next step is to conduct an informal interview with the student. This process consists asking students simple questions such as their names, their ages and their school grades as such questions demonstrate a basic comprehension of the English language or conversely a lack thereof. These questions and answers also serve to assess the student's command of what Cummins (1979) identified as Basic Interpersonal Communicative Skills (BICS) or social language and Cognitive Academic Language Proficiency (CALP) or academic language. A student's ability to communicate effectively in English in both informal and formal conversation which involves listening, speaking, reading and writing is the greater pursuit of our English Language Learning program..

Structures We Use to Ensure that Parents Understand the Availability of the Three Program Choices

After establishing that a child is an ELL, all parents are shown the standard ESL orientation video entitled, "For Parents of English Language Learners" in their native language, or when their native language is not provided on the video then it is shown to them in a language in which they are conversant. The video explains both in words and images the three choices of ESL programs: Dual-language, Transitional Bi-lingual and Free-standing ESL. To ensure understanding, the three choices are again repeated/explained to the parents by the ESL teachers and then the parents are given two forms to be filled-in and signed which indicate the program they feel is most desired for their child. This procedure is done within ten days of a child's admission into our school.

In terms of parent outreach, when necessary we invite family members, community figures (clergy, community leaders, merchants, etc.) or

students who speak the needed language to help translate any DOE documents as well as to help acclimate them to the culture of the New York City school system.

Procedures for Distributing the Necessary Forms During the Parent Interview

Entitlement letters, Parent Surveys and Program Selection Forms are distributed and completed during the interview process. The licensed, certified ESL pedagogue is responsible for procuring all of the necessary forms and that the forms are completely and correctly fill-out in order to adequately complete the admission process for any new ELL. There have been times that parents may not be able to complete the forms during the interview process. When this happens they are asked to return the completed documents on the next business day so

that the next steps of admitting the child into the ELL program at the school can be finalized. Should a parent not return the forms in a suitable amount of time an ESL teacher would phone the parents in order to assess whether there were some difficulties in completing the document(s). Parents are then given an appointment to sit with an ESL teacher and a translator, if necessary, in order to complete the forms on that day.

Trends in program choices that our ELL parents have made

The “trend” in program selection which is prevalent with parents who have selected PS/MS 149 has been the choice of a “free standing ESL program. During the orientation/interview process, we make it a point to explain and describe the three program types (TBE, Bi-lingual and Free-standing) from which parents have overwhelmingly select the free-standing program. Here, at PS/MS 149, only a Free standing ESL program is provided.

Once a student has been identified as an ELL, parents are communicated with by interview and in writing in their native language or in a language they are conversant in.

How our ELLs are evaluated using the NYSESLAT

Before we administer the NYSESLAT we mobilize our LAP Team and review the administrating procedures as well as to orient any new members to the testing process. We then design a testing schedule conducive to grade levels and divide the tests according to the four testing strands and submissive schedule. We then review the scoring process. Our LAP/NYSESLAT Assessment team is comprised of the following pedagogues: Patrick Walsh, ESL (licensed/certified); Joffrey Smith, ESL (Transitional B Certificate); Kevin Hill, SETSS (licensed/certified); Debbie Snyder, SETSS (licensed/certified); and Yolanda Pacheco, SETSS (licensed/certified).

As far as we can discern, the program models offered at PS/MS 149 are aligned exactly with the parent's requests.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K X 1 X 2 X 3 X 4 X 5 X
6 X 7 X 8 X 9 N/A 10 N/A 11 N/A 12 N/A

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL	4	2	2	2	2	1	1	1	1	0	0	0	0	16
Self-Contained	1	2	2	2	0	1	1	1	1	0	0	0	0	11
Push-In	1	2	2	2	2	0	0	0	0	0	0	0	0	9
Total	6	6	6	6	4	2	2	2	2	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	31	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	31	0	4	15	0	1	0	0	0	46
Totals	31	0	4	15	0	1	0	0	0	46

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

N/A

Number of third language speakers:

N/A

Ethnic breakdown of EPs (Number): N/A

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Programming and Scheduling Information

How is instruction delivered?

What are the program models?

How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

How do you differentiate instruction for ELL subgroups?

Describe your instructional plan for SIFE.

Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for

Describe your plan for ELLs receiving service 4 to 6 years

Describe your plan for Long-Term ELLs (completed 6 years).

Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Instructional Delivery

The organizational model followed at PS/MS 149 is a combination of Push-in and Pull out. The push-in program is administered mainly in the morning during literacy instruction within the intermediate, advanced and proficient range. Students at the beginning and intermediate stage participate in the pull out at least 2X per week. While advanced students are pulled out at least once a week, within these models, the

necessary mandated minutes are given to students according to proficiency levels.

The Program Model

The program models used at PS/MS 149 are a combination of homogeneous, where proficiency levels are the same or similar, and heterogeneous, with mixed proficiency levels. We use an integrated model whereby ELA, ELS and NLA skills are incorporated throughout thematic units of study. Due to our curriculum planning which involves classroom teachers and the ESL teacher's key science and social studies concepts supplementary skills are embedded in thematic curriculum implemented in the ESL program. Within the program vocabulary development and writing skills are emphasized on a daily basis. Technology plays a large role in developing student's content language growth. The smart board is a tool utilized on a daily basis. Outside of the smart board, students are assigned the use of computers / laptops to complete research and writing tasks. With the younger students, pictorial vocabulary is developed in building language skills. We also employ the use of Reader's Theater to enhance fluency skills. Various centers are utilized so strategy lessons and intervention lessons can occur as other students work independently.

Staff Organization & the Ensuring of Mandated Minutes

The explicit instructional minutes delivered to students in our program model as per CR Part 154 are carried out via Push-in and Pull-out methods.

Content Area Delivery Within the Program Model

The content areas are delivered to our students in the English language through the use of experiential learning, whole group instruction, cooperative learning and the extensive use of technology using SMART boards, laptop computers, video and audio presentations.

Instructional Plan for SIFE Students

SIFE students will be exposed to extensive vocabulary content as a measure of building on the framework of their prior knowledge in order to strengthen them in the four modalities (listening, speaking, reading and writing).

Instructional Plan for Newcomers

Newcomers in our school will be able to increase the volume of their vocabulary (verbally) approximately 30% after one year of ESL services. They will also be able to create/write simple sentences of a descriptive and expository nature. Newcomers will also be able to identify/read certain words which happen to be particularly important to their day-to-day existence. They will also be able to understand/follow verbal directions such as are required to navigate throughout their neighborhood and the city. They will be able to carry on a basic, non-intensive conversation covering simple subjects with individuals as casual conversation. They will be able to identify the locations of objects and places verbally. The newcomers will be given consistent instructional guidance which is driven by the four modalities. Our principal inspiration unfailingly comes from putting data in the driver's seat.

Our plan for ELL newcomers includes test-taking techniques, the teaching of an increasingly sophisticated vocabulary, the extensive utilization of graphic organizers and the employment of computer technology.

Instruction for our beginner students is based primarily on developing an ever-widening phonemic awareness beginning with mastering the alphabet as well as blends and digraphs. Basic nouns and verbs are taught by a combination of Total Physical Response, Realia, and interacting in, through and with spoken and written English.

Instructional Plan for ELLs of 4 to 6 Years of Service

ELLs who have received services from 4 to 6 years will be given the academic and ESL attention based on careful examination of their NYSESLAT results and the information gathered from conferencing with their content teachers. There would likely be some areas that have not been duly considered as points of concern whenever the instructional approaches are designed. It is the job of the ESL teacher to discern weaknesses and strengths and share such information with the content teachers. For instance, many ELLs tend to have particular difficulty in the area of math literacy. This would explain disappointing test scores on math exams which are heavy on word problems. Such information would need to be discussed with the teacher so that other methods or maybe even modifications could be employed in order to create an environment that would not be so daunting to an ELL student.

Instructional Plan for Long-Term ELLs (LTELLs)

Long-Term ELLs are a special segment of students. We recognize that somewhere along the line of their academic journey a critical area of their existence as a student was either omitted, passed over or not focused on. This academic space is something that has resulted in the student not being able to pass through the threshold of grade-level performance, testing, reading fluency or the like. Long-term ELLs need to be placed in an

Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	4	2	5	3	0	3	0	0	0	0	0	0	20
TOTAL	6	9	4	9	9	1	4	2	1	0	0	0	0	46

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

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

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.

	TBE		
100%	0	0	0
75%	0	0	0
50%	0	0	0
25%			
	Dual Language		
100%	0	0	0
75%	0	0	0
50%			
25%			
	Freestanding ESL		
100%	0	0	0
75%	0	0	0
50%	0	0	0
25%			

Programming and Scheduling Information--Continued

Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

What new programs or improvements will be considered for the upcoming school year?

What programs/services for ELLs will be discontinued and why?

How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
Do required services support, and resources correspond to ELLs' ages and grade levels?
Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
What language electives are offered to ELLs?

Paste response to questions 5-14 here

Our Targeted Intervention Program

Our targeted intervention program for ELLs in ELA, math, science, and social studies are constructed on the foundation of literacy. For example, our math program concerns the development of math literacy. In science, we concentrate on insuring that our students have mastered the fundamental vocabulary of scientific inquiry. Likewise, in social studies we are developing their language skills through historical understanding enhanced via technology and field trips.

The materials utilized include a variety of fiction- and non-fiction texts and internet websites (Starfall.com, Brainpop.com, PBSkids.org, Lanternfish.com, Google translate.com and funbrain.com), student presentations, read alouds, shared reading, and arts and crafts.

Plan for Continual Transitional Support for Proficient Students

Continual transitional support for ELL's reaching who have reached proficiency on the NYSESLAT is based on collaboration with their classroom teachers, support services professionals and conferencing with the students and their parents. Our policy with proficient English skills is that of an open door. Proficient students are invited to meet on a monthly basis or as needed.

New Programs and/or Improvements

The new programs and improvements for the upcoming school year includes the Sojourner Truth School Recycling and Environmental Maintenance Program, the Sojourner Truth School Community Outreach, the Integrated Book Club, The Intergenerational Assembly Corps and the Sojourner Truth School Academies of Play Writing. These efforts will provide ELLs with the very important opportunities of real life language usage in all of the modalities (listening, speaking, reading and writing).

Discontinued/Disconnected Programs

As of this writing Sojourner Truth School will be neither discontinuing nor disconnecting any programs or services for ELLs.

ELLs and their Equal Access and Integration into Activities of the School Community

At Sojourner Truth School all of our ELLs are afforded equal access to and fully integrated in all of the school's programs, i.e. the Harlem Children's Zone after school program, Champs Scholastics sports program, Asphalt Green athletics, and Babatunde's African drumming apprenticeship program.

Instructional Materials and Technological Resource Utilization

The instructional materials and technological resources utilized at Sojourner Truth School for ELLs are literacy programs such as Treasures Reading and Success For All, websites such as Starfall.com, PBSkids.org, Googletranslating.com, Lanternfish.com, Funbrain.com; listening centers via laptop computers; word walls in all content areas; math games from the Everyday Math program, Smartboards and the ELLis program.

Native Language Support in the Classroom Setting

Native language support is delivered in our ESL program model by the availability of native language books (major languages like French and Spanish), native language glossaries, utilizing native language as a means of writing first drafts, and the strategy of storytelling in native language accompanied by translation in English.

Schools with Dual Language Programs

How much time (%) is the target language used for EPs and ELLs in each grade?

How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

How is language separated for instruction (time, subject, teacher, theme)?

What Dual Language model is used (side-by-side, self-contained, other)?

Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

Professional Development and Support for School Staff

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional Development Plan for ESL Personnel

As part of the Professional Development plan for ELL personnel at our school we have projected participation on inter-school visitations so that they can be apprised of what their ESL colleagues are doing as a means of improving and employing best practices within the field. Other programs include ongoing professional development sessions on Understanding and Utilizing Common Core Standards conducted by members of the Children First Network, a math and literacy PD conducted by members of the AUSSIE Consultants, the BETAC Conference, as well as the annual PD for the BESIS report.

Professional Development and Material Support Provided for Staff

We provide access to records and databases which contain all pertinent student information –individually or aggregated in groups—that present the kinds of information that could be best utilized by our ESL professionals to monitor and track the progress of our ELLs. We realize that our ELLs are a unique population within our building and we are always interested in remaining aware of the trends that their academic experience demonstrate as they experience contact with their ESL and content area teachers, their peers and the school’s physical environment. For that matter, our ESL personnel need to be able to make the most appropriate adaptations to instruction that best suit their ELLs.

We also have arranged for periods of co-planning so that our ESL personnel can conference with the colleagues they share students with so that they can manipulate or modify assignments and assessment tools in order to better serve our ELL population.

We help our students make the transition from elementary to middle and middle to high school in a number of ways. We set up a series of interschool visitations and also inform them of and assist our students in attending middle school and high school fairs; and when possible we accompany them to such events. We hold parent-student conferences focusing on their interview skills and the preparation of their portfolios that would present them with the best chances of entering the most appropriate schools.

Description of the 7.5 hour Minimum for TESOL Training

Ms. Marie Jones, Assistant Principal at Sojourner Truth School, and Ms. Alexandra Zarate, Director of Achievement, will provide 7.5 hours of professional development pertaining to the status and academic areas of ELLs in our school and in the academic setting. Issues to be discussed at these PDs include differentiating instruction, visualization and the common challenges of ELL students. ESL teachers will also be on hand to add their input along the lines of appropriate testing measures and homework assignments tailored to ELLs.

Parental Involvement

Describe parent involvement in your school, including parents of ELLs.

Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

How do you evaluate the needs of the parents?

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

[Paste response to questions 1-4 here](#)

Parental Involvement at Sojourner Truth School

Sojourner Truth School enjoys a relatively active amount of parental involvement, particularly among the parents of ELLs. Throughout the school year the ESL teachers maintain steady contact with ELL parents through home visitations, quarterly ELL parent breakfast meetings and special ELL sessions conducted during Parent-Teacher monthly meetings and the monthly Principal's Corner. The key focus of these gatherings is apprising the parents of the progress and critical needs of their children and our students. An additional purpose is to assist our newly arrived parents in the process of acculturation to the ways of American life.

How Parental Needs are Evaluated

Our parents are carefully interviewed as part of the intake process for their children and we are mindful of their native cultures and tradition, especially in how they differ from ours. As such, we attempt to be extremely careful in inquiring about particular aspects of their home lives. Because certain factors are critical in establishing the most suitable educational plan of action for their child we make ourselves available to assist parents in whatever areas of need they require. We employ our knowledge of social service agencies, community service organizations, native language translation services and school-based initiatives such as the Dial-a-Teacher project as points of referral to our parents.

How Parental Involvement Activities Address Parental Needs

A. Assessment Breakdown

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	5	1	3	1	0	2	1	0	0	0	0	0	18
Intermediate(I)	0	0	1	1	2	1	1	1	0	0	0	0	0	6
Advanced (A)	1	5	2	4	7	0	1	1	1	0	0	0	0	22
Total	6	10	4	8	10	1	4	2	1	0	0	0	0	46

Enter the number of ELLs for each test, category, and modality.

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		7		0		1		9
5	0		0		0		0		0
6	0		1		1		0		2
7	1		1		1		0		3
8	0		0		3		0		3
NYSAA Bilingual Spe Ed	0		0		0		1		1

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	6	0	0	9
5	0	0	0	0	0
6	1	0	1	0	2
7	2	1	1	0	4
8	0	1	0	0	1
NYSAA Bilingual Spe Ed	1	0	0	0	1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		0		0
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	0		0		0		1		1

NYS Social Studies

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		1		0		2
8	0		1		0		0		1
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	1	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

	percentile	percentile	percentile	76-99 percentile	percentile	percentile	percentile	76-99 percentil
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

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

Please provide any quantitative data available to support your response.

What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

For each program, answer the following:

Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

For dual language programs, answer the following:

How are the English Proficient students (EPs) assessed in the second (target) language?

What is the level of language proficiency in the second (target) language for EPs?

How are EPs performing on State and City Assessments?

Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Assessment Tools Used to Gauge the Early Literacy Skills of ELLs

The primary tools for gauging the early literacy skills of our ELLs are the LAB-R exam, DIBBELs, ECLAS, formal and informal observations, writing samples, and Fountas and Pinnell's Guiding Readers and Writers. The LAB-R is a diagnostic assessment which is given to newly admitted students. It identifies letter and word recognition, basic conversational skills, object identification (vocabulary), and answering questions in English.

Evaluating the success of the program for the ELLs

The success of our ELL program is best evaluated through employing benchmarks, the movement of scores from the NYSESLAT and the steady progression of writing development in student's work.

What Has Been Revealed by the Data Patterns

We have found that generally speaking our analysis of NYSESLAT data indicates that students have achieved greater success in listening and speaking skills than they have in reading and writing skills. For example, among our 1st grade ELLs five of ten are advanced in Speaking while all are at the beginner level in Reading and Writing. Of the four 2nd grade ELLs, one is advanced in Speaking while they all struggle in Reading and Writing. There are ten 3rd graders six of whom have taken the NYSESLAT. Four of them are advanced in Speaking and five fall into the intermediate level in Reading and Writing. There are nine 4th graders: one beginner, one intermediate, and seven advanced. Of the seven advanced, the weakest modality is writing. Among the 6th grade there are two newcomers who are beginners in everything, two who are intermediate in reading, two in 7th grade who are weak in writing and who are strong in speaking, respectively. Our 8th grader excels in speaking, but needs work in writing.

Dibbels data indicates that most students are below average in phonemic awareness and decoding. The second grade students scored below grade level on reading accuracy and comprehension.

ELA and Math scores

Fourth grade ELA scores indicate that six fourth grade ELLs are level two and three are level one. In math, eight are level two and one is level four. One-Sixth grade ELL achieved a level two on the ELA while the other scored a level one. In math they scored a level three and a level two. One-Seventh grade student achieved a level two and one scored a level one. In math they scored a level one and a level two. The eighth grade ELL scored a level two in ELA and a level two in math.

In 2009-2010, 28% of our ELLs performed at above proficiency. Fifty percent of them made exemplary proficiency gains in English. Thirty seven percent of our ELLs made exemplary gains in mathematics.

The Effect of NYSESLAT Results on Instruction

The NYSESLAT provides a guide to strengths and weaknesses of ELLs at the beginning of the year. Therefore, when we begin the year our instruction is heavily informed by the information gleaned from the NYSESLAT. The information revealed equips ESL teachers with the necessary information that can be translated to content area teachers, students and their parents as to the most effective strategies that must be utilized in order that ELL students make the most possible headway in all of their academics. Because the NYSESLAT measures a student's level of listening, speaking, reading and writing—all very fundamental tools needed in the classroom—ESL personnel are able to target the weaknesses of their ELLs and build upon those at issue so that a student can make significant progress in a relatively appropriate amount of time. There are a plethora of issues that an ELL has to deal with and it is the expertise and care of our ESL professionals along with their understanding and ability to interpret the information provided by such instruments as the NYSESLAT that has resulted in the level of success our ELLs have had at our school.

How the School Leadership Team and Teachers are Utilizing ELL Periodic Assessments

We utilize the results of ELL Periodic Assessments holding monthly meetings with classroom teachers and informing our students about their strengths and weaknesses in English and mathematics and how they are aligned with information from the NYSESLAT.

The periodic assessment informs us about what is working with our students and what needs to be modified within the classroom and within the ELL program. Going forward, the school plans to request Spanish, Haitian-Creole, Bangladeshi and French translations of the periodic—and other—assessments.

How English Proficient Students Assessed in L2

English Proficient students at Sojourner Truth School are assessed in their English fluency by virtue of work products, portfolios, oral presentations, and the results garnered on all of their content area exams. Their content area teachers and support services personnel are also conferred with as a means of tracking their continued progress. At times, we speak to their parents as a means of gaining other unorthodox and quite useful information about things such as English usage in the home and with peers, their involvement in outside reading and community or school organizations and so on.

The Level of L2 Proficiency Demonstrated By English Proficiency Students

English Proficient students are determined as such because of their achievement of surpassing particular “cut-scores” on the NYSESLAT exams which are calibrated according to grade level. Such students are deemed proficient when they are able to process, understand, produce or use specialized or technical language which reflects knowledge of the content areas at grade level, a variety of sentence lengths of varying

linguistic complexity in extended oral or written discourse as required by their specific grade level, and the oral and written communication in English comparable to their English-proficient and native speaking peers.

The Performance of English Proficient Students on State and City Exams

The performance of our ELLs on State and City exams is aligned exactly with their level of proficiency in English language communication. The higher the level of proficiency, the better their scores on such exams. Conversely, the lower their level of proficiency, the lower their scores. We have noticed that our ELLs have demonstrated considerable success in scoring in the range of Level 3 on the ELA and Math State Exams. Several of them were registering these scores even when they were tested outside of the ESL program.

How the Success of our Program is Evaluated

We measure the success of our students by setting benchmarks in the four modalities and monitor the benchmarks on monthly basis modalities. We look closely at students' writing to determine if they are meeting the standards in ELA.

Additional Information

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kayrol Burgess-Harper	Principal		
Marie Jones	Assistant Principal		
	Parent Coordinator		
Patrick Walsh	ESL Teacher		
Sonia Hampton	Parent		
Joffrey L. Smith	ESL Teacher		
Athena Ayers, Math	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Judy Fisher	Guidance Counselor		

Kevin Hill	Related Services		
Lucious Young	Network Leader		
	Other		
	Other		