



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS/MS 149 – THE SOJOURNER TRUTH SCHOOL

DBN (i.e. 01M001): 03M149

Principal: BARBARA DARRIGO

Principal Email: BDARRIG@SCHOOLS.NYC.GOV

Superintendent: ILENE ALTSCHUL

Network Leader: JORGE IZQUIERDO

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------|--|-----------|
| Barbara Darrigo | *Principal or Designee | |
| Patrick Walsh | *UFT Chapter Leader or Designee | |
| Sonya Hampton | *PA/PTA President or Designated Co-President | |
| Frances Fladger | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Miriam Holmes | Member/ Parent | |
| Tamara Foster | Member/ Parent | |
| Karen McLean | Member/ Parent | |
| Jackie Hines | Member/ Parent | |
| Denise Giddings | Member/ Teacher | |
| Rosa Brown | Member/ Teacher | |
| | Member/ | |

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

| | |
|---|--|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section | |
| X | School Leadership Team Signature Page |
| X | The SCEP Overview |
| X | Action Plans 1 – 5: Each of the five Action Plans must contain the following elements- |
| | ▪ A major recommendation with HEDI rating |
| | ▪ Statement Of Practice (SOP) selected aligned to the goal |
| | ▪ A goal aligned to the major recommendation |
| | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

School Information Sheet for 03M149

School Configuration (2013-14)

| | | | | | |
|----------------------------|-------------------------------|-------------------------|-----|----------------------|-----|
| Grade Configuration | PK,0K,01,02,03,04,05,06,07,08 | Total Enrollment | 339 | SIG Recipient | N/A |
|----------------------------|-------------------------------|-------------------------|-----|----------------------|-----|

Types and Number of English Language Learner Classes (2013-14)

| | | | | | |
|---------------------------------|-----|------------------------|-----|--|-----|
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
|---------------------------------|-----|------------------------|-----|--|-----|

Types and Number of Special Education Classes (2013-14)

| | | | | | |
|--------------------------|-----|----------------|-----|--|-----|
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | N/A |
|--------------------------|-----|----------------|-----|--|-----|

Types and Number of Special Classes (2013-14)

| | | | | | |
|---------------------------|-----|----------------|-----|----------------|-----|
| # Visual Arts | 7 | # Music | N/A | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A | # CTE | N/A |

School Composition (2012-13)

| | | | |
|-------------------------------------|-------|-------------------------------------|-------|
| % Title I Population | 73.8% | % Attendance Rate | 89.5% |
| % Free Lunch | 88.2% | % Reduced Lunch | 3.7% |
| % Limited English Proficient | 8.6% | % Students with Disabilities | 24.6% |

Racial/Ethnic Origin (2012-13)

| | | | |
|---|-------|--|-------|
| % American Indian or Alaska Native | 6.3% | % Black or African American | 63.1% |
| % Hispanic or Latino | 27.0% | % Asian or Native Hawaiian/Pacific Islander | 2.4% |
| % White | 1.3% | % Multi-Racial | N/A |

Personnel (2012-13)

| | | | |
|---|------|--|-------|
| Years Principal Assigned to School | 1.18 | # of Assistant Principals | 2 |
| # of Deans | N/A | # of Counselors/Social Workers | 2 |
| % of Teachers with No Valid Teaching Certificate | N/A | % Teaching Out of Certification | 15.6% |
| % Teaching with Fewer Than 3 Years of Experience | 8.8% | Average Teacher Absences | 9.1 |

Student Performance for Elementary and Middle Schools (2012-13)

| | | | |
|--|-------|--|-------|
| ELA Performance at levels 3 & 4 | 5.8% | Mathematics Performance at levels 3 & 4 | 3.4% |
| Science Performance at levels 3 & 4 (4th Grade) | 86.7% | Science Performance at levels 3 & 4 (8th Grade) | 45.2% |

Student Performance for High Schools (2011-12)

| | | | |
|--|-----|--|-----|
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
|--|-----|--|-----|

Credit Accumulation High Schools Only (2012-13)

| | | | |
|--|-----|--|-----|
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | N/A | | |

Overall NYSED Accountability Status (2012-13)

| | |
|-------------------------|--|
| Reward | Recognition |
| In Good Standing | Local Assistance Plan |
| Focus District | Focus School Identified by a Focus District |
| X | X |
| Priority School | |

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | No | Limited English Proficient | N/A |
| Economically Disadvantaged | No | | |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | No |
| Hispanic or Latino | No | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | No | Limited English Proficient | N/A |
| Economically Disadvantaged | No | | |

Met Adequate Yearly Progress (AYP) in Science (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | Yes |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | No | | |

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

| | | | |
|---|-----|--|-----|
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

| | | | |
|--|--|--|--|
| Answer the following questions regarding the 12-13 SCEP | | | |
| Describe the strengths of your school's 12-13 SCEP. | | | |
| The 2012-13 SCEP focused on increasing literacy achievement through the implementation of the Common Core Standards. It was necessary to provide ongoing professional development around the Common Core Standards and analyzing data. We, also, implemented a grade 3-8 Saturday Academy tutoring program. Because we focused on and put our resources into professional development and a tutoring program, our school was able to make academic progress. | | | |
| Describe the areas for improvement in your school's 12-13 SCEP. | | | |
| <ol style="list-style-type: none"> 1. Establishing a school-wide practice of recording and analyzing benchmark and end of unit assessments 2. Build teacher teams' capacity to align instruction with the Common Core Learning Standards 3. Parent-School Communication 4. Utilizing data to inform instruction | | | |
| Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP. | | | |
| The challenges faced when developing the 2012-13 SCEP were that of lack of involvement and time constraints in having SLT members work collaboratively. | | | |
| Describe the degree to which your school's 12-13 SCEP was successfully implemented. | | | |
| Even though there were time constraints, the school was successful in bridging parent-school activities. Over 80% of teachers participated in school-wide, network, non-network professional development activities. The teacher teams worked vigorously to meet their targeted goals. Parent participation was higher as more parents attended workshops and our parent-child events. | | | |
| Were all the goals within your school's 12-13 SCEP accomplished? | | | <input type="checkbox"/> |
| | | | <input checked="" type="checkbox"/> Yes |
| | | | <input checked="" type="checkbox"/> No |
| If all the goals were not accomplished, provide an explanation. | | | |
| Goal #3 was not accomplished school-wide, "utilizing data from various assessments, in order to provide targeted instruction that addresses all multiple entry points." The focus of our school-wide, grade level and vertical grade planning sessions will be centered around differentiation for all learners. | | | |
| Did the identified activities receive the funding necessary to achieve the corresponding goals? | | | <input checked="" type="checkbox"/> |
| | | | <input checked="" type="checkbox"/> Yes |
| | | | <input type="checkbox"/> No |

Developing the 2013-14 SCEP

| | | | |
|---|--|--|--|
| Answer the following questions regarding the 13-14 SCEP | | | |
| Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP. | | | |
| The challenge in developing the 2013-14 SCEP, again, was that of lack of involvement and time constraints in having SLT members work collaboratively. | | | |

List the 13-14 student academic achievement targets for the identified sub-groups.

Students with disabilities, English language learners, and students functioning in the bottom third, will make academic progress. This will be evident as students are able to move up a level on the NYS exams.

Describe how the school leader(s) will communicate with school staff and the community.

The SCEP will be presented at a PTA meeting, parent workshop, grade level team meetings and at a faculty conference. The SCEP will, also, be shared with our CBO, Harlem Children's Zone.

Describe your theory of action at the core of your school's SCEP.

The theory of action at the core of our SCEP is consistency and continuity in the implementation of the CCLS and in utilizing data to drive instruction.

Describe the strategy for executing your theory of action in your school's SCEP.

Looking at the school data trends, it is evident that the school needs to focus on the continuity and consistency of using data to inform instruction, as well as the implementation of the CCLS.

List the key elements and other unique characteristics of your school's SCEP.

Identifying programs and developing community based-partnerships to develop students' pro-social skills, resulting in an increase in students' motivation, attendance and their drive for higher academic expectations.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Principal reviews plan with Cabinet members
- Plan is reviewed during SLT meeting
- Plan is reviewed during faculty conference and grade level meetings
- Plan is discussed during parent workshops and at PTA meetings

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

| | | | | | |
|--|----------------|---------------------|------------|---------------------|---|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | | | |
| “Develop structures and processes to evaluate, monitor and adjust instructional practices with particular attention to the expectations of the Common Core Learning Standards to meet students’ learning needs. (5.1) | | | | | |
| Review Type: | Quality Review | Year: | 2012-13 | Page Number: | 4 |
| | | HEDI Rating: | Developing | | |

Tenet 2: School Leadership Practices and Decisions

| | | | |
|--|----------|---|--|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| 2.2 School leader’s vision | X | 2.3 Systems and structures for school development | |
| 2.4 School leader’s use of resources | | 2.5 Use of data and teacher mid-management effectiveness | |

Annual Goal #1

| |
|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014 during inquiry team meetings, teachers will adjust curriculum and pedagogy based on formative assessments three times per year, as measured by collected curricula and adjustments in pedagogy according to the CCLS. |

Instructional Strategies/Activities

| |
|---|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. At cabinet meetings, feedback is shared regarding teacher observations, in order to monitor effectiveness and pedagogy; a schedule of formal data collection in ELA and math – 3 times/year; content area assessments as per unit. The data is collected and reviewed by the cabinet. Follow-up conversations are held with teachers during grade level team meetings and during individual conferences. |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. Administrative cabinet; schedules; Danielson Framework |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. By reviewing data submitted by teachers, a minimum of 3 times/year; follow-up conversations; monthly – F & P levels – results submitted to admin. cabinet |
| D. Timeline for implementation and completion including start and end dates |
| 1. Sept. - June |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Excel spreadsheet for benchmark assessments in ELA and math; student goal-setting conferences |

Budget and Resource Alignment

| | | | | | | | | | | | |
|--|---|----------|-------------------------|----------|--|----------|---|--|------------------|--|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
| | PF Set Aside | X | Tax Levy | X | Title IA | X | Title IIA | | Title III | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | X | PF Common Core | | | | |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | | | | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders | | | | |

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

| | | | | | |
|--|----------------|---------------------|------------|---------------------|---------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | | | |
| “What the school needs to improve: Improve teacher pedagogy to provide multiple entry points into the curricula with challenging tasks to engage all students in higher-order thinking and discussion. “ | | | | | |
| Review Type: | Quality Review | Year: | 2012-13 | Page Number: | 3 (1.2) |
| | | HEDI Rating: | Developing | | |

Tenet 3: Curriculum Development and Support

| | | | |
|--|----------------------------------|----------|--|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 3.2 Enact curriculum | X | 3.3 Units and lesson plans |
| | 3.4 Teacher collaboration | | 3.5 Use of data and action planning |

Annual Goal #2

| |
|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, 100% of teachers will plan lessons with multiple entry points and differentiated instruction, as measured by review of lesson plans on a monthly basis. |

Instructional Strategies/Activities

| |
|---|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
| A. Strategies/activities that encompass the needs of identified subgroups |
| 1. Grade level team meetings – teachers will spend time planning and adjusting curricula; professional development |
| B. Key personnel and other resources used to implement each strategy/activity |
| 1. Professional development; core curriculum; differentiated lesson plan format developed by teachers |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Teacher observations with review of lesson plan; teacher reflections of changes in their instructional practice; improvement in student performance – improvements will be reflected in unit assessments and periodic assessments |
| D. Timeline for implementation and completion including start and end dates |
| 1. Sept. - June |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. Teacher-created differentiated lesson plans; grade level team meetings to plan the new core curriculum lessons and making adjustments to meet the needs of the students |

Budget and Resource Alignment

| | | | | | | | | |
|--|---|----------|-------------------------|----------|--|------------------|---|---------------|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. | | | | | | | | |
| | PF Set Aside | X | Tax Levy | X | Title IA | Title IIA | Title III | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | |
| Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. | | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core | |
| | PF ELT | X | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement | |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders | |

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“What the school needs to improve: Continue to “develop common assessment practices and ongoing checks for understanding in order to provide students with feedback and make curricular adjustments to improve student outcomes.”

| | | | | | | | |
|---------------------|----------------|--------------|---------|---------------------|---------|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012-13 | Page Number: | 4 (2.2) | HEDI Rating: | Developing |
|---------------------|----------------|--------------|---------|---------------------|---------|---------------------|------------|

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|--|---|----------|--|
| | 4.2 Instructional practices and strategies | | 4.3 Comprehensive plans for teaching |
| | 4.4 Classroom environment and culture | X | 4.5 Use of data, instructional practices and student learning |

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, teachers will meet one time per marking period, four times during the year, to analyze formative assessment data and identify goals for groups of students.

Instructional Strategies/Activities

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

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

1. Teachers at grade level team meetings, 2X/month, looking at common assessments to identify trends for student performance and make instructional adjustments in order to improve student outcomes.

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

1. The administrative cabinet attends grade level team meetings; classroom teachers; data team

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

1. Individual planning conferences; teacher observations; cabinet observes GLT meetings; teacher reflection and submission of next steps, based on data; improvement in student outcomes as reflected in unit assessments and periodic assessments

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

1. Sept. - June

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

Professional development; scheduling; ARIS; computers

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|--|---|----------|-------------------------|--|--|--|---|
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | X | PF Inquiry Teams | | PF NYS Standards and Assessments | | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

| | | | |
|--|----------------|---------------------|------------|
| Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable). | | | |
| To continue to develop programs and systems that promote positive social-emotional developmental health | | | |
| <ul style="list-style-type: none"> According to the Quality Review, school culture is an area that must continue to improve | | | |
| Review Type: | Quality Review | Year: | 2012-13 |
| Page Number: | 6 | HEDI Rating: | Developing |

Tenet 5: Student Social and Emotional Developmental Health

| | | | |
|--|-------------------------------------|----------|---|
| Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal. | | | |
| | 5.2 Systems and partnerships | X | 5.3 Vision for social and emotional developmental health |
| | 5.4 Safety | | 5.5 Use of data and student needs |

Annual Goal #4

| | |
|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals. | |
| By June 2014, staff will participate in three professional development sessions on the social-emotional development of children. | |

Instructional Strategies/Activities

| | |
|---|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. | |
| A. Strategies/activities that encompass the needs of identified subgroups | |
| 1. Attendance team meetings; bi-weekly pupil personnel team meetings to identify and support students in crisis; identify and form partnerships with organizations that promote student participation and social-emotional development; school-wide systems and for promoting positive behavior; conflict resolution sessions with guidance counselor; crisis intervention on an as-need basis, provided by guidance counselor; parent/child activities coordinated by attendance team, parent coordinator and in partnership with Harlem Children’s Zone (CBO); parent workshops; recreational activities to promote teamwork and positive relationships | |
| B. Key personnel and other resources used to implement each strategy/activity | |
| 1. Attendance team; administrative cabinet; classroom teachers; guidance counselor; Dean; school store; classroom and school-wide incentives; private donations and grants; awards ceremonies; assemblies; Harlem Children’s Zone | |
| C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity | |
| 1. Attendance records; participation; behavioral and academic improvement; | |
| D. Timeline for implementation and completion including start and end dates | |
| 1. Sept. - June | |
| E. Describe programmatic details and resources that will be used to support each instructional strategy/activity | |
| 1. Harlem Lacrosse and Leadership; Art Squad; Harlem Children’s Zone (CBO); Strong Women/Strong Girls; Jazz Institute/Tap Dancing Squad; Asphalt Green Sports Teams; Street Squash; Swim Program with Asphalt Green; Harlem Children’s Zone (CBO) | |

Budget and Resource Alignment

| | | | | | | | |
|---|---|----------|-------------------------|----------|--|------------------|---|
| Indicate using an “X” the fund source(s) that your school is using to support the instructional goal. | | | | | | | |
| | PF Set Aside | X | Tax Levy | X | Title IA | Title IIA | Title III |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
| Indicate using an “X” the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. . | | | | | | | |
| | PF AIS | | PF CTE | | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| X | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

| | | | | | | | |
|---------------------|----------------|--------------|---------|---------------------|---|---------------------|------------|
| Review Type: | Quality Review | Year: | 2012-13 | Page Number: | 6 | HEDI Rating: | Developing |
|---------------------|----------------|--------------|---------|---------------------|---|---------------------|------------|

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

| | | | |
|----------|--|----------|-------------------------------------|
| | 6.2 Welcoming environment | X | 6.3 Reciprocal communication |
| X | 6.4 Partnerships and responsibilities | | 6.5 Use of data and families |

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, parents will receive reports and updates once a month thereby increasing parent involvement.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

1. Parent workshops will be offered on topics such as: computer technology, ARIS, impact of student attendance/ lateness on student achievement, homework help, goal-setting for students, college and career readiness, Common Core Curriculum, preparation for NYS Exams; support services coordinated by parent coordinator, administrators and Harlem Children’s Zone; college visitations

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

1. Classroom teachers; parent coordinator; guidance counselor; administrators; members of the PPT; members of the attendance team; Harlem Children’s Zone; Harlem Lacrosse and Leadership

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

1. Increase in parent participation (sign-in sheets); improvement in student performance on NYS Exams; improvement in attendance;

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

1. Sept. - June

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

1. Regular meetings with HCZ and administrators; new computer lab; parent newsletters; school website; community resources

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|--|---------------------|----------|-----------------|----------|-----------------|----------|------------------|--|------------------|--|---------------|
| | PF Set Aside | X | Tax Levy | X | Title IA | X | Title IIA | | Title III | | Grants |
|--|---------------------|----------|-----------------|----------|-----------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

| | | | | | | | |
|--|---|--|-------------------------|----------|--|----------|---|
| | PF AIS | | PF CTE | X | PF College & Career Readiness | | PF Common Core |
| | PF ELT | | PF Inquiry Teams | | PF NYS Standards and Assessments | X | PF Parent Engagement |
| | PF Positive Behavioral Management Programs | | | | PF RTI | | PF Supporting Great Teachers & Leaders |

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|
| ELA | Writing workshop; guided reading; shared reading; skill-building; usage of graphic organizers | One-to-one; small group and tutoring sessions | During and after the school day |
| Mathematics | Skill-building activities; math games; math centers; usage of manipulatives | One-to-one; small group and tutoring sessions | During and after the school day |
| Science | Project-based hands-on learning | Small-group instruction | During the school day |
| Social Studies | Project-based learning | Small-group instruction | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Conflict resolution; family engagement; small group motivational sessions | Individual and small group counseling sessions | During the school day |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ul style="list-style-type: none"> ➤ We interview candidates who we screen at NYCDOE teacher recruitment events ➤ We utilize our network to support us in finding highly qualified candidates to interview. ➤ Teaching candidates are required to do a "demo" lesson, with the prospective grade or subject area. |

High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ul style="list-style-type: none"> ➤ Teachers are selected to be lead teachers and/or teacher team facilitators. ➤ Teachers are given at least one period per week to co-plan in their content area and/or on grade level teams. ➤ Teachers attend ongoing professional development focused on Common Core curriculum that they are utilizing in their classrooms |

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

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Funds will be used primarily for educational services to ensure student progress academically. Using funds to establish Saturday Academy program and if needed provided metro cards for transportation; supplying basic school supplies, as well as literacy text and dictionaries to support homework assignments; providing supplies for parent involvement workshops; attendance incentives |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

| |
|--|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| During the months of May and June, pre-k and kindergarten teachers meet regularly to discuss the student's social and emotional and academic progress as students' transition from Pre-k to Kindergarten. The school schedules kindergarten tours for incoming parents around the expected Common Core Curriculum for incoming students; Incoming students participate in a shortened kindergarten program as they prepare to leave the Pre-k program. |

Measures to Include Teachers in Decisions Regarding Assessments

| |
|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
| Teachers looked at data and trends related to students, focusing on the bottom third and how to best move students forward. Decisions on assessment measures were made collaboratively with teachers, administrators and network personnel. Professional development began in Spring 2013 and continued over the summer. In September 2013, PD was provided during the first Faculty Conference held in early September. During faculty conferences, grade level meetings and teacher team meetings the collection of data will continue and, at the end of the school year, we will assess the effectiveness of our decisions and adjust, if necessary, for the next school year. |

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- providing workshops on health and nutrition and encouraging parents to become an integral part of their students' lives and play a key role in providing them with needed resources and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- providing parents with information needed to effectively support the family such as: job training; improve the achievement level of their children by participating in workshops on homework help; developing healthy habits such as getting an adequate amount of sleep each night
- providing parents of students in 3rd-8th grades with details about the new Common Core Learning Standards through resources such as ARIS Parent Link, as well as information sessions hosted by the Parent Coordinator to support parents in understanding the Common Core
- providing families with flyers/notices about school-related functions; Parent Academy; Gifted and Talented information and other activities in a format/languages that students and families can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

- providing progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Establishing an attendance team and implementing new strategies to engage parents and reward students, i.e. award certificates

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|---|--------------------------|--------------------------|
| District 03 | Borough Manhattan | School Number 149 |
| School Name Sojourner Truth School | | |

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

| | |
|--|--|
| Principal Barbara Darrigo | Assistant Principal Marie Jones |
| Coach type here | Coach type here |
| ESL Teacher Patrick Walsh | Guidance Counselor Judy Fisher |
| Teacher/Subject Area Lissette Roman | Parent M. Jean Baptiste |
| Teacher/Subject Area Latifa Parker | Parent Coordinator Issac Booker |
| Related Service Provider Gaye Zacerous | Other |
| Network Leader(Only if working with the LAP team) Jorge Izquierdo | Other type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | 339 | Total number of ELLs | 30 | ELLs as share of total student population (%) | 8.85% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 4 | 2 | 2 | 1 | 4 | 3 | 9 | 2 | 3 | | | | | 30 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 4 | 2 | 2 | 1 | 4 | 3 | 9 | 2 | 3 | 0 | 0 | 0 | 0 | 30 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|--------------------------------|---|
| All ELLs | 30 | Newcomers (ELLs receiving service 0-3 years) | 4 | ELL Students with Disabilities | 8 |
| SIFE | 0 | ELLs receiving service 4-6 years | | Long-Term (completed 6+ years) | |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 12 | | | 15 | | | 3 | | | 30 |
| Total | 12 | 0 | 0 | 15 | 0 | 0 | 3 | 0 | 0 | 30 |

Number of ELLs who have an alternate placement paraprofessional:

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 |
| Chinese | | | | | | | | | | | | | | 0 |
| Spanish | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | 1 | 2 | | | 2 | 6 | 1 | 3 | | | | | 15 |
| Chinese | 1 | 1 | | | | | | | | | | | | 2 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | | | | 1 | 1 | | | | | | | | 3 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | 1 | | | | 1 | | | | | | | | | 2 |
| Haitian | | | | | 1 | | | | | | | | | 1 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | | | 1 | 1 | | 2 | 2 | | | | | | 7 |
| TOTAL | 4 | 2 | 2 | 1 | 4 | 3 | 8 | 3 | 3 | 0 | 0 | 0 | 0 | 30 |

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | | 0 | 0 | 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 |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | | | | | | | |
| Chinese Reading Test | 0 | | | | | | | |

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

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

Literacy skills are determined by the TCRWP running records. The analysis of the data is used to inform school wide intervention for ELLs. Students who did not meet grade level benchmarks for literal and inferential re-telling, comprehension, accuracy, fluency are grouped for intervention during small group and strategy lessons. The data indicates that the newcomers in the lower grades are emergent readers. The data displays that students are reading 2/3 levels below grade level. The clear instructional implication from the data is that fluency is to be the focus of our intervention program.

In addition the assessment tools used for students in grades K-8 are end of the unit assessments, writing samples, and conferring notes. The data indicates that writing across the grades needs to be enhanced. Therefore, writing across the curriculum utilizing project-based activities is being aligned in the AIS program. This information is shared with classroom teachers who are also designing strategy writing groups for ELLs

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
What is revealed by data patterns across proficiency levels on the LAB-R and NYSESLAT is that of 23 students on the NYSESLAT, 14 are performing on an Advanced level, 5 are performing on an Intermediate level and two are performing at a Beginner level. What is revealed by data patterns across proficiency levels on the LAB-R is that 4 students are performing at the Beginner Level and 2 are performing at the Intermediate level. Of these, 4 are in kindergarten and one in grade 1. We also have a beginner student in grade 7. 3 kindergarten students had score on the LAB-R that indicated they were not eligible for services. What is revealed by data patterns across proficiency levels on the NYSESLAT is that of 23 students tested, 22 scored stronger in modality of speaking followed by the modality of listening. Only one student proved stronger in listening than in speaking. The weakest modalities are, respectively, in reading and writing. Of the 23 students tested, 16 scored higher in reading than writing.

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

Instructional decisions are made by paying close attention to the NYSSLAT data both in aggregate and in individual students. In analyzing our AMAO targets there has been limited growth in overall scores in students moving from advanced to proficient. Instruction is designed to counter and correct the modalities shown to be weakest on the NYSESLAT. For example, because the NYSESLAT data shows an overwhelming need for improvement in writing and reading, all lessons are designed to target those needs. Paste response to question here:

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

PS 149 uses the data garnered in ELL Periodic Assessment to identify areas of instruction that need to be stressed and further hone instruction to the needs of the students.

No ELLs at PS 149 take tests in their native language. Looking closely at the data, it is clear that the strength of our ELLs can be found in the modalities of listening and speaking while reading and writing are the areas that need to be developed. None of our ELLs takes tests in their native language.

School leadership and teachers meet to discuss the results of the ELL's Periodic Assessment and to create an achievement action plan. The action plan includes the following: comparing periodic results to summative and formative assessments. Teacher teams meet

to analyze and set goals; utilization of common planning periods to discuss individual students and assessment and intervention initiatives as well as students not meeting their benchmarks according to the identify targets of intervention.

c) The results of the ELL Periodic Assessment is shared and analyzed by the school leadership and all teachers at teacher team conferences, faculty conferences and one-on one-teacher conferences. The data is then incorporated into lesson plans aligned with the Common Core Standards.

The ELL Periodic Assessments also provides specific indicators that can be used to guide staff as to the best materials and resources needed as well as to structuring support programs for ELLs. Using the information we can also identify whom our top ELLs are and establish the best program to maintain their academic growth. Field trips needed to be organized for students especially new comers, to practice their native language in social situations and academic environments away from the school setting. All instruction is in English.

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

PS 149 uses data to guide instruction for ELLs within the Response to Intervention framework by identifying students who are not showing sufficient progress on the skills and competencies measures by the NYSESLAT and ELL Periodic Assessments, writing samples, and quizzes. Teachers use the results of multiple sources of data (universal screening, LAB-R, NYSELAT, home Language Survey) with particular emphasis on tier one instruction through out the year to make decisions about all ELL students to establish grouping, differentiating, academic intervention, rigorous instruction and evidence based instruction. Teachers will use multiple data to develop intensive targeted intervention as well as progress monitoring to inform how at risk students are responding to instruction.

Based on collaboration with the LAP team, teacher teams and ESL teacher the school identify targeted instructional strategy to be utilized within the classroom and specific intervention strategy for the AIS model.

6. How do you make sure that a child's second language development is considered in instructional decisions?

PS 149 insures that a child's second language development is considered in instructional decisions by holding weekly conference with my student's teachers and reviewing the child's work on a regular basis and sharing ELL strategies with their class room teachers.

7. For dual language programs, answer the following:

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

with Paste response to questions here:

N/A

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

At 149 we evaluate the success of our program in a variety of ways: through formative and summative assessments, measuring growth against benchmark. In addition we assess writing samples, ELL Periodic Assessment exams, student attendance, parent attendance at school wide events and by comparing student progress from year to year and student performance from year to year. Paste response to question here: At PS/MS 149 we evaluate the success of our program for ELLS and meeting AYP by noting measured movement in proficiency levels of NYSESLAT, by movement in ELA scores, ELL Periodic Assessments and school wide benchmarks including an increase running records. In addition, we also evaluate pre and post teacher checklist in listening, reading, speech and writing.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
1) 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 person responsible for this process is Patrick Walsh, licensed certified ESL teacher. Dependent upon the information from the Home language Survey a LAB-R exam may be administered and then assessed.

Paste response to question here:

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After establishing that a child is an ELL, all parents view the 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 of choice they feel is most desired for their child. This procedure is done within ten days of a child's admission into our school. Paste response to question here:
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters, Parent Survey, and Program Selection Forms are, whenever possible, distributed and completed during the parent's interview process themselves. The ESL teacher and the Parent-coordinator reach to parent via telephone and home visit to ensure that the return of the parent survey and parent selection form. All entitlement records are maintained in a binder by the ESL teacher for 2-3 years. The ATS reports used to determine NYSESLAT eligibility are RLAT- R-LER, BNDC, RBPS, ELPC. BTEA , and AMAO.
Paste response to question here:
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
PS/MS 149 offers only an ESL Program. Whenever possible translators are employed in all communication
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT tests are administered in the exact order and sequence found in the coordinators' guide. Upon arrival, the tests are secured in the principal's office until the day they are administered. The students are placed in groups according to their grades and a schedule is created according to the dates given in the coordinators' guide. The texts are then administered according to the modality schedule given by the NYSDOE. All security measures are strictly adhered to. In preparation for the NYSESLAT exam a team of proctors are assembled and professional development on the administration of the NYSESLAT is facilitated by the ESL teacher on the appropriate procedures for administration of the exam. The team consist of a kindegarten teachers who holds a extension bilingual license and two special education teachers. A schedule is created and rooms are identified for testing purposes. Before testing schedule begins all proctors are introduced to the students.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The trend in parental program choices for PS/ MS 149 has been for freestanding ESL. PS/MS 149 only provides a Freestanding

ESL program. 100% of the parents selected the ESL program, even after parents were informed of the bilingual and the Dual language programs available at other schools.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) 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. For those students at the beginning stage, they participate in the pull out at least 2X per week. With both of these models, the students are instructed homogeneously and CR Part 154 are carried out via the Push-in and Pull out models. These models enable the mandated minutes to be delivered.

b) The Program Model

The program models used at PS/MS 149 are a combination of Homegeneous (where proficiency levels are the same or similar and Heterogeneous [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. The role in developing student's content language skills. 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 development. The smart board is a tool that 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.

Paste response to questions here:

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

The explicit instructional minutes delivered to students in our program model as per CR Part 154 are carried out via the pull out model. Following the mandated minutes chart, PS 149 insures that all Beginners and Intermediate students receive 360 minutes and all advanced students receive 180 minutes weekly utilizing the pull out model as per CR Part 154. All instruction is delivered in English therefore none are delivered in NLA.

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

The program models used at PS/MS 149 are a combination of Homeogeneous (where proficiency levels are the same or similar and Heterogeneous [mixed proficiency levels]. We use an integrated model whereby ELA, ELS and NLA skills are incorporated throughout thematic units of study with emphasis on the Common Core writing standards. Due to our curriculum planning which involves classroom teachers and the ESL teacher's key science and social studies concepts are embedded in the thematic curriculum. Within the program vocabulary development and writing skills are emphasized on a daily basis. 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. The content areas are delivered through the push in and pull out model as the ESL teacher and content area meet to identify core unit and key standards to be address. English is taught in all subject areas. The ESL and content area teacher used visuals and graphic organizers to enhance learning, as well as peer tutoring, audiovisuals, semantic mapping and explicit vocabulary development. Utilizing these tools will enhance student's understanding of academic language. All content area instruction is delivered in English.

he Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Because instruction is in English all tests and evaluations are also in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
3 times a year ELLs are evaluated in all 4 modalities. Writing and Reading assessments are more frequently evaluated as these assessments are given during AIS, extended and Saturday Academy.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Instructional Plan for SIFE Students:

We do not have any SIFE students; however, the instructional plan would be that SIFE students would be exposed to extensive vocabulary as a method 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

Instruction for our beginner students is based primarily on developing an ever-widening phonemic awareness beginning with a 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.

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 also includes test-taking techniques, the teaching of an increasingly sophisticated vocabulary, the extensive utilization of graphic organizers and the employment of computer technology.

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.

d. 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 environment that is carefully designed to address their needs and goals consecutively and where their weaknesses can be targeted and hopefully eliminated through the process and method of differentiated instruction. Truthfully, a student who may be three years older than those in his particular grade cohort may not be thinking of going on to college, especially if he has had a particularly difficult time with English-medium academics. In such a case there should be measures put in place that would assist in his being able to accomplish whatever appropriate goals he has that would contribute to his becoming a functional and literate member of society.

Instructional Plan for ELLs with Special Needs

ELLs identified as having special needs will be given the required ESL services which correlate with their Individualized Educational Plans. ESL teachers will work closely with their teachers to identify areas of weakness and strength as well as assist the students as they work thematically with units of proven interests as a means of joining academic talents with what the standards have identified as areas of evidenced learning. ESL teachers will continue to maintain close contact with Support Services personnel at the school in order to maintain the aligned targets of meeting the academic and social goals which are critical to the progress of a special needs ELL.

Plan for Former ELLs: At PS/MS 149 the progress of former ELL's is closely monitored both on formal assessment and by bi-weekly meetings with the student's classroom teachers. If it is determined that a former ELL still has particular weaknesses or could still benefit from ESL instruction, the former ELL is welcomed into the class most appropriate to his or her level. 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.

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

The following instructional strategies are used to enhance learning: Reader's Theaters, Total Physical Response, Graphic Organizers, Shared Reading, Language Experience and Writers notebooks and field trips including trips to our many museums. Paste response to question here:

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

The criteria used to place ELLs-SWDs in ICT classes is the following: we look to see if the student can participate in general education with ongoing instructional support throughout the day. We have recently purchased a differentiated level of Common Core aligned texts for our ELL students. For our ELLs in grades 6 through 8, they participate in our intervention literacy small group program. The ESL and the classroom teacher meet to discuss the best times for the push-in and pull-out models. The staff meets to discuss the goals of the students with in the push and pull out programs. All ELLs students are also encouraged to attend the after-school instructional program where they can participate in project-based learning. Paste response to question here:

Courses Taught in Languages Other than English ⓘ

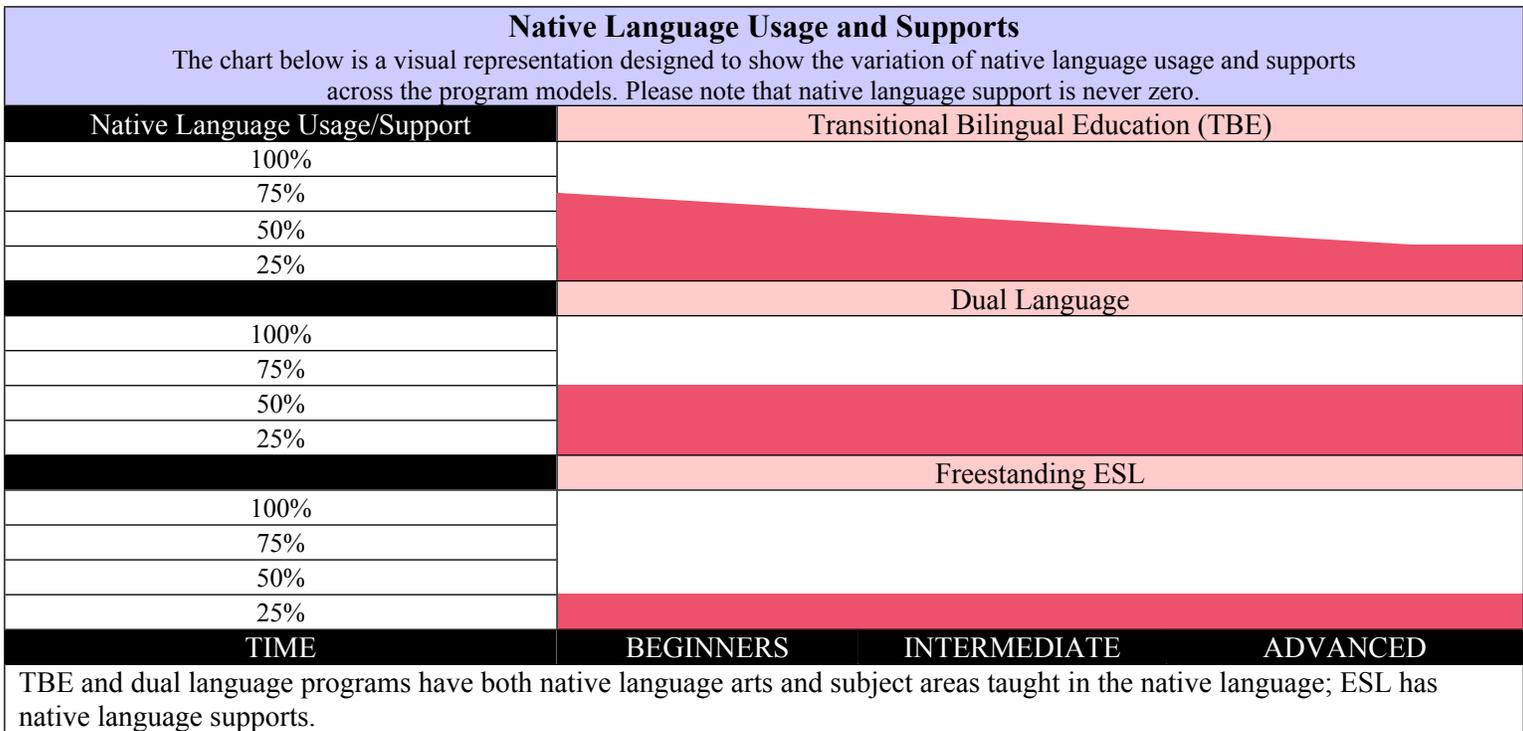
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention program for ELLs in ELA, math, and science, social studies are constructed on the foundation of literacy. For example, our math program concerns the development of math literacy around writing. In science, we concentrate on ensuring 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.

During are grouped according to their ELA and Math needs during the 37.5 minutes of instruction; Small group instruction in provide in the morning utilizing the Success for All intervention program. Students in grades K-2 participated in guided practice in all subject areas

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.

Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are meeting their needs by targeting areas of instruction using multiple sources of assessment such as NYSESLAT, ELL Periodic, and student work. We will measure the target areas with benchmark assessments to determine student performance. Students will demonstrate the development of their vocabulary and mastery of grammatical norms both in their writing and in speaking. The effectiveness will also be manifest in greater teachers collaboration and planning around content and language development and higher student attendance. All teachers are made aware of the facts that they are teachers of ELLs by distribution of the NYSESLAT levels, Periodic Assessment results and other data, teacher team conferences and planning sessions and turnkey PD briefings from the ESL teacher from which they receive strategies. The faculty at PS 149 are aware of the students who are identified as ELL's and provide the appropriate instructional methods to target their needs such as but not limited to scaffolding, visualization, TPR, computer programs, Scholastic instructional documentaries. Teachers also work in conjunction with the ESL teacher to support and align lessons and to balance and maintain instructional consistency. ESL providers and faculty constantly communicate to report student progress or areas of need.

Paste response to question here:

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

Initiatives for the new school will include a greater emphasis on math, especially as the school is implementing two new math programs, one for K-5 and MPE for 6-8. 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).

Paste response to question here:

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

As of this writing Sojourner Truth School will not be discontinuing or disconnecting any programs or services for our ELLs. Paste response to question here:

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At Sojourner Truth School all of our ELLs are afforded equal access to and fully integrated in all of the schools programs.

All ELL's are offered equal access to all school programs which include Harlem Lacrosse and Leadership (for both male and female) , swimming, Street squash, drama, tap dancing, art, basketball, Saturday Academy, Harlem Children Zone after school, and A Cut Above, an extended day program for grades 7-8 that meets five days a week offering instruction in literacy, math, social studies and enrichment activities. Jazz and Tap Dance Program, and others. Paste response to question here:

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials and technological resources utilized at the school are literacy programs such as ReadyGen, websites such as Starfall.com, PBSkids.org, googletranslating.com, Lantern fish .com Funbrain.com Listeners centers via laptops, word walls in all content areas; math games from the Everyday Math programs, Smartboards and the ELLis Program.

Newcomers: language based materials, pictorial books and book-making, magazines, wordless books, storymaps, Readers Theaters

Beginning: Maps, globes, manipulatives, magazines leveled text, magazines, storymaps, Readers Theaters

Intermediated and Advanced: Maps, globes, manipulatives, magazines, leveled texts

Common Core materials for the students in the proficient level, leveled texts

All students benefit from teachers have the Smart board in the classrooms, which enhance all learning through technology

Paste response to question here:

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

PS/MS 149 offers only the ESL program. Native language support is delivered through access to books in native languages (whenever the language has a written component), access to computer program in native languages informal peer assistance and parent volunteers.

A school cultural fair is organized around the various cultures that are represented by our school population. Bulletin board are created around student native language. We also created a buddy partnership among students that centers around student's native language. Various representative from the community are invited to participate in our school-wide events. 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 story telling in native language accompanied by translation in English. Paste response to question here:

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Support is needs appropriate based on the multiple sources of collected data in aligned with the Common Core Standards according to the students grade level. Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We identify student ambassadores who will participate in introducing the new students to school-wide community. Paste response to question here:

18. What language electives are offered to ELLs?

At this point there are no language electives offered at PS/MS 149. There are no languages electives offered to ELL's at 149.

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

k1At PS/MS 149 the ELL teacher attends numerous professional development events.

These have included Comprehension at the Core, Unpacking NYSESLAT, and Guide to NYSITELL. After each PD the ELL teacher turnkeys the information, strategies and techniques at grade conferences, teacher-team meeting, faculty conferences or, at one-on-one conferences with fellow teachers.

.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, the BETAC Conference, as well as the annual PD for the BESIS report.

Professional Development and Material Support Provided for Staff

2.The ELL teacher attended “Comprehension at the Core” presented by Stephanie Harvey, an overview of how to integrate Common Core strategies with the Common Core Learning Standards for ELLs. used to inform instruction, lesson plans, writing and turnkey. In addition, 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. This year the school has created vertical and horizontal common planning periods so classroom and ESL teaches

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.

3) PS/MS 149 provides supports for ELLs transitioning from elementary to middle school and middle school to high school by meeting as a team that includes the ELL teacher, classroom teachers, the guidance counselor and the parent coordinator. Together we look at the data, and the child’s overall performance and select the school that is best suited for the students.

Description of the 7.5 hour Minimum for TESOL Training

Ms. Marie Jones, Assistant Principal at Sojourner Truth School, Timothy Hawkins, ELL Network Liaison 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.

Paste response to questions here:

D. Parental Involvement

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

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. 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. Translation services are provided either by the DOE or, in services not supplied by the DOE, by parents or by members of the community.

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. The needs of parents are evaluated by parent surveys, Parent-Teacher Conferences, or by informal conferences.

How Parental Involvement Activities Address Parental Needs

Our parental involvement activities address the chief need of our parents in that they work to keep parents informed about the academic progress and potential of their children as they make their way through our school. The most important factor which is universally shared between the parents and teachers at our school is that we are all charged with impacting the lives of these children for significant periods of time each day.

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------|----------------------|-----------|-----------------|
| Barbara Darrigo | Principal | | 11/14 2013 |
| Marie Jones | Assistant Principal | | 11/14 /2013 |
| Issac Booker | Parent Coordinator | | 1/1/01 |
| Patrick Walsh | ESL Teacher | | 1/1/01 |
| M. Jean Baptiste | Parent | | 1/1/01 |
| L. Parker | Teacher/Subject Area | | 1/1/01 |
| L. Roman | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Judy Fisher | Guidance Counselor | | 1/1/01 |
| Jorge Izquierdo | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03 School Name: 149

Cluster: 511 Network: CFN521

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.

All data concerning translation and oral interpretations from ELL parents is drawn from the HLS and, from interviews from ELL parents and from running a RPOB report from ATS. Of our current ELL students, 13 come from homes in which the home language is Spanish, 2 in which the home language is Bangla, 2 in which the home language is Arabic, 1 in which the Home Language is Creole, and 8 in which the home language is either Wolof or Fulani. We used the the DOE written translation services to communicate with our parents, in all of the above languages with the exception of Wolof and Fulani. Services for Fulani and Wolof are provided by a parent network fluent in both languages. In addition, we have begun sending out a parent survey informing the parents of the Department of Education's intention to provide translation and interpretation services for parent who may need them. To help facilitate providing information in a timely fashion, we also send out a survey asking parents in which language they would prefer their translation to be in.

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.

Based on multiple sources of parent data and teacher meetings, the school needs to provide translation to several parents in French and Spanish. During Parent Teacher Conferences and other important school events, parent's needs regarding oral translation and interpretation were identified. Based on the information obtained, we provide translation services to our Spanish speaking parents by members of the faculty or staff. Because the DOE does not provide translation services for Fulani or Wolof, in the case of these languages, for parents needing translation or interpretation services, PS / MS 149 has created a network of ELL parents who are fluent in both to attend as many meetings as possible.

All efforts are made to insure that a parent fluent in both English and an African language are present in all major conferences and information sessions for the ELL parents. We report the findings to the school community via the SLT newsletter, PTA meetings, parent workshops presented by the parent coordinator, as well as faculty and grade conferences.

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.

At PS/MS 149 we provide translation of critical documents such as safety and health issues, Parent Teacher Conferences, report card dates, trips and testing information in Spanish, French, Chinese, Bangla and Arabic. The translation is provided in several ways. Spanish speaking members of our teaching staff provide Spanish translation. Chinese, French, Arabic, and Bangla are provided by the NYCDOE Translation and Interpreting Unit. In addition, we employ the DOE "Over the Phone Services" at 718 752 7373. By engaging in this process we hope to enable all parents to be informed participants and active members of the PS/MS 149 community.

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

Oral interpretation services are provided by in house staff and faculty and also by parent volunteers, depending on the language needed interpretation or translation. As the DOE does not yet provide services in Fulani or Wolof, these services are provided by parent volunteers. We also make use of the DOE Over the Phone Services at 718 752 7373. These combined services assist during school meetings, IEP meetings and annual conferences in addition to Parent Teacher Conferences and PTA meetings. We firmly believe that by working in partnership with our parents, both the achievement of the individual child and the school greatly enhanced. This year PS/MS 149 initiated a survey inquiring of parents if they had translation and interpretation needs and if so, the language preferred. These responses have been recorded and will be maintained. The entire staff receives information concerning those students whose parents requested translation information in their home language.

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>.

PS 149 is fulfilling notification requirements by sending written notification in the covered languages of parents rights regarding interpretation services and instructions on how these language assistance services can be obtained. These notifications are posted in the designated DOE languages in our schools entrance the main office, as well as the PTA bulletin board. They are also available in hard copy from the Parent Coordinators.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

Part A: School Information

| | |
|--|---|
| Name of School: PS/MS 149 | DBN: 03M149 |
| Cluster Leader: Debra Maldonado | Network Leader: Mr. Michael Selkis |
| This school is Conceptually consolidated. | conceptually consolidated (skip part E below) NOT conceptually consolidated (must complete part E below) |

Part B: Direct Instruction Supplemental Program Information

| |
|--|
| The direct instruction component of the program will consist of (check all that apply): Before school X After school Saturday academy Other: |
| Total # of ELLs to be served: There will be 12 students served. Grades to be served by this program are 3, 4, 5, 6, 7. |
| Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our Title III supplemental program for ELLs consists of an afterschool program every Monday and Tuesday from November to June. This will include preparation for NYS ELA, NYS Math, and NYSESLAT exams. Afterschool) will be from 3:00pm - 5:15pm on designated days. During this time, ELLs will be divided into groups by grade level and spend half the time on ELA and NYSESLAT work, and the other half on Math preparation. The language of instruction will be English in ELA and NYSESLAT, and Math.

Rationale: To provide additional instruction time for the bottom 3rd of our ESL population. The supplemental program will concentrate on the modality of writing in concordance with the Common Core State Standards. There will be an emphasis on expanding student vocabulary and mastering grammatical forms.

Subgroups and grade levels: the subgroup will consist of the bottom 3rd ESL students from grades 3 through 8.

The additional instruction time will begin the first week in November 2012 and consist of two 60 minute periods a week. This schedule will continue until June 2012.

The program will be implemented by one certified ESL teacher and one content area teacher.

Materials: Books on tape, Informational text, notebooks, level text, and Wiggle Works.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: The ESL teacher participates in common planning with ELA teachers so that he is knowledgeable of the standards and techniques necessary for progress in ELA. Weekly departmental meetings focus on the implementation of the school’s curriculum. In addition, a leadership team develops instructional scaffolding techniques based on teacher and student needs. Best practices are shared to support growth and development of the teaching faculty. PS 149 believes that teaching is an ongoing process requiring periodic exposure to new strategies and techniques. Therefore Mr. Walsh avails himself to as many ESL PD’s as possible.

Teachers to receive training: ESL teacher Patrick Walsh and Lissete Roman

Schedule and duration: In house PD’s will be periodically implemented by AP Marie Jones and the ESL Coach of the Network Michelle Robles who will focus on of the instruction of informational writing.

Part D: Parental Engagement Activities

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

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

Begin description here: We have provided parents with a translated Bill of Parents Rights and Responsibilities. To ensure that all parents are provided with appropriate and timely information in a language they can understand 149 has made it a priority to make sure that, whenever possible, there is a staff member or parent volunteer available the entire school day for translation purposes. In addition PS 149 plans two Saturday family cultural excursions in which ELL parents and children will visit a NYC museum as to encourage vocabulary building and cultural acclimation.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount |
|---|--------------------------------------|
| Professional salaries (schools must account for fringe benefits) | 2 teachers x 2 hrs x 2 days x 4 week |
| <ul style="list-style-type: none"> • Per session • Per diem | |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount |
|---|---|
| Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts. | |
| Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed. | Rigor; Benchmark Company Word Study: Sadlier Reading English Explorers Benchmark Company- Leveled books from Lee and Low. The Lee and Low books provide English Language Learners with books matched to their reading levels as well as a chance to see themselves in their books as they read. Lee and Low provides read-aloud texts and independent reading books with diverse characters who have many of the same experiences our English Language Learners have which keep our students engaged. |
| Educational Software (Object Code 199) | |
| Travel | |
| Other | |
| TOTAL | 2 teachers x 2 hrs x days x 4 weeks x 6 months (November to May) |