

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

03M149

School Name:

PS/MS 149 – SOJOURNER TRUTH SCHOOL

Principal:

BARBARA DARRIGO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/MS 149 – Sojourner Truth School School Number (DBN): 03M149
School Level: Elementary/Middle School Grades Served: Pre K-8
School Address: 41 West 117th Street, New York, NY 10026
Phone Number: 646-672-9020 Fax: 646-672-9302
School Contact Person: Barbara Darrigo Email Address: Bdarrig@schools.nyc.gov
Principal: Barbara Darrigo
UFT Chapter Leader: Patrick Walsh
Parents' Association President: Sonya Hampton
School Leadership Team
Chairperson: Patrick Walsh
Student Representative(s): _____

District Information

District: 3 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, Rm. 122, New York, NY 10025
Superintendent's Email Address: IAltsch@schools.nyc.gov
Phone Number: 212-678-7816 Fax: 212-222-7816

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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>	
James Washington – (HCZ)	CBO Representative, if applicable	
Karen McLean	Member/ Parent	
Jacqueline Hines	Member/Parent	
Tamara Foster	Member/ Parent	
Jeanna Groce	Member/ Teacher	
Rosa Brown	Member/ Teacher	
Adelia Gibson	Member/ Teacher	
Diamond Sanders (Pending election)	Member/ Parent	
Elizabeth Valentin (Pending election)	Member/ Parent	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

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

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

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/MS 149 is a District 3 Title 1, Pre-k through Grade 8 school, located in central Harlem. Nearly one-third of our students have individualized education plans and receive special education and/or related services. Many of our students live in temporary housing, with foster families or with one parent. Over half of our students read below grade level and struggle in the areas of math and literacy.

PS/MS 149 is co-located with 811M, a District 75 program, and the Success Academy charter school. Our school collaborates with 811M through the inclusion program in the upper grades. Mayor DeBlasio and Chancellor Farina have, recently, identified our school as a Renewal school. We have, also, been chosen to become a UFT Community Learning School. As a community learning school, our entire school community will receive services which will support students' academic and social-emotional growth.

Our Mission Statement:

At PS/MS 149, we believe that the education of children begins in the home and is continued through a partnership between parents, educators and the community. We believe that all children will achieve, when provided with authentic learning experiences that challenge and build on real-life connections. We provide "tools" for living, as we focus on the social-emotional growth of our students. We expect academic rigor and excellence through differentiated instruction, based on individual needs and learning styles. Students are learning in a collaborative atmosphere which encourages them to take ownership of their education. Our goal is to create confident lifelong learners.

As we focus on the social-emotional and academic growth of our students, we are proud of the partnerships and programs that we have established to help enrich our students' lives:

- Harlem Lacrosse & Leadership (Gr. 6-8)
- Asphalt Green Sports
- "The Leader in Me" character education program
- Harlem Children's Zone (CBO)
- Morningside Center for Teaching Social Responsibility
- Parent JobNet
- Literacy Inc.
- CookShop
- City Year
- Ballet Tech
- Community Works

The DTSDE Tenets in which our school made the most growth during the previous year were in:

- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement.

Students and families work to support the school's focus on maintaining a safe environment that leads to students'

social-emotional growth and academic learning. Through partnerships and initiatives, students' safety, social-emotional growth and academic progress and performance are being addressed.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

03M149 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	289
			SIG Recipient
			N/A
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
			# Self-Contained English as a Second Language
			N/A
Types and Number of Special Education Classes (2014-15)			
# Special Classes	15	# SETSS	6
			# Integrated Collaborative Teaching
			N/A
Types and Number of Special Classes (2014-15)			
# Visual Arts	6	# Music	N/A
			# Drama
			N/A
# Foreign Language	N/A	# Dance	N/A
			# CTE
			N/A
School Composition (2013-14)			
% Title I Population	83.7%	% Attendance Rate	89.2%
% Free Lunch	85.6%	% Reduced Lunch	3.0%
% Limited English Proficient	9.1%	% Students with Disabilities	31.0%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	5.0%	% Black or African American	59.6%
% Hispanic or Latino	31.6%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	0.9%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)	13.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	9.39
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4	7.8%
Science Performance at levels 3 & 4 (4th Grade)	45.2%	Science Performance at levels 3 & 4 (8th Grade)	14.7%
Student Performance for High Schools (2012-13)			
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate	N/A		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	X
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	NO
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	YES		
Accountability Status – High Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

03M149 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	289	SIG Recipient	N/A
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Types and Number of English Language Learner Classes (2014-15)

# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
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Types and Number of Special Education Classes (2014-15)

# Special Classes	15	# SETSS	6	# Integrated Collaborative Teaching	N/A
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Types and Number of Special Classes (2014-15)

# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A

School Composition (2013-14)

% Title I Population	83.7%	% Attendance Rate	89.2%
% Free Lunch	85.6%	% Reduced Lunch	3.0%
% Limited English Proficient	9.1%	% Students with Disabilities	31.0%

Racial/Ethnic Origin (2013-14)

% American Indian or Alaska Native	5.0%	% Black or African American	59.6%
% Hispanic or Latino	31.6%	% Asian or Native Hawaiian/Pacific Islander	2.9%
% White	0.9%	% Multi-Racial	N/A

Personnel (2014-15)

Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2

Personnel (2013-14)

% of Teachers with No Valid Teaching Certificate (2013-14)	3.7%	% Teaching Out of Certification (2013-14)	13.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	9.39

Student Performance for Elementary and Middle Schools (2013-14)

ELA Performance at levels 3 & 4	4.7%	Mathematics Performance at levels 3 & 4	7.8%
Science Performance at levels 3 & 4 (4th Grade)	45.2%	Science Performance at levels 3 & 4 (8th Grade)	14.7%

Student Performance for High Schools (2012-13)

ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A
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Credit Accumulation High Schools Only (2013-14)

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

Overall NYSED Accountability Status (2014-15)

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

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)

American Indian or Alaska Native	N/A	Black or African American	YES
Hispanic or Latino	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 (2012-13)

American Indian or Alaska Native	N/A	Black or African American	NO
Hispanic or Latino	YES	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 (2012-13)

American Indian or Alaska Native	N/A	Black or African American	NO
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	YES		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)

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

Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)

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

Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)

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

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Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	5.0%	% Black or African American			59.6%
% Hispanic or Latino	31.6%	% Asian or Native Hawaiian/Pacific Islander			2.9%
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Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

1. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	D
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:

1. Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
2. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As reflected in the School Quality Guide 2013-14, the areas in need of further improvement are:

- Improve teacher pedagogy to provide multiple entry points into the curricula with challenging tasks to engage all students in higher-order thinking and discussion.
- Teachers are to continue to engage in professional collaborations and sharing of best practices, in order to provide access to all learners

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 65% of teachers will be rated effective in Component 1e- Designing Coherent Instruction on the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
Grade level team meetings; monthly inquiry meetings; use of protocols to look at student work	Teachers	Sept. - June	Principal; administrative cabinet
<p>Professional development focusing on using data to differentiate instruction to address the needs of all students, including SWDs, ELLs and the bottom 1/3. (i.e., running records, learning styles, miscue analysis, item analysis, looking at student work, looking at exemplars in writing, Word Generation)</p> <p>Professional development on instruction that promotes higher-order thinking</p> <p>Utilizing new curricula aligned to Common Core Curriculum (Light Sail, Word Gen, I Ready, leveled libraries, Wilson Foundations; CookShop)</p>	Teachers	Sept. - June	Principal; administrative cabinet; network support
Teacher observations and frequent actionable feedback; cabinet meetings to reflect on teacher and student performance; observation reports using the Advance system	Teachers	Sept. - June	Principal; administrative cabinet
<p>School Leadership Team meetings; Parent workshops; Parent Engagement committee; parent conferences (Tuesday Parent Engagement); newsletters; PTA meetings; parent workshops</p> <p>During these meetings and workshops, parents and members of the school community will be kept current on school initiatives/ information regarding the common core curriculum; supplementary programs and curriculum and how students' different learning styles are being addressed. Participants will have an opportunity to share any thoughts/concerns that they may have. All participants will experience a respectful and collaborative atmosphere where all voices are heard.</p>	Parents; school community	Sept. - June	Principal; administrative cabinet; parent coordinator; teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday Professional Development; Tuesday Parent Engagement time; leveled libraries; Light Sail; Wilson Foundations; Time for Kids; computer lab; CBO- Harlem Children's Zone; Parent JobNet; UFT Community Learning School

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

UFT Community Learning School Grant; Robin Hood funding

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 40% of teachers will be rated effective in Component 1e – Designing Coherent Instruction on the Danielson Framework.

Part 6b. Complete in **February 2015**.

▪ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
▪ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	D
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

7. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Dveloping and Ineffective.
8. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As reflected in the Priority and Focus School Quality Review Full Report 2013-2014, one area in need of further improvement is:

- Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 45% decrease in student incidences resulting in a principal's or superintendent's suspension, as compared to the 2013-14 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
“Leader in Me” program; Harlem Lacrosse & Leadership lunch-time tutoring; peer tutoring; Restorative Circles; the Nurtured Heart approach; middle school advisory periods	All students	Sept. - June	Principal; administrative cabinet; Harlem Children’s Zone; HLL staff; teachers; PPT members; Dean
Parent conferences and workshops focusing on social-emotional development; effective communication; healthy habits, etc.	All students	Sept.- June	Principal; administrative cabinet; HCZ; parent coordinator; Parent engagement committee; PPT members
Teachers will reinforce the “Leader in Me” program by incorporating the “word for the week” and the focused “habit of mind” within their classroom practices and instruction.	All students	Sept. - June	Principal; administrative cabinet; teachers; HCZ staff
School Leadership Team meetings; parent engagement committee meetings; PTA meetings; Tuesday parent engagement time; parent workshops; During these meetings and workshops, parents and members of the school community will be kept current on school initiatives/ information regarding students’ academic and social-emotional growth and development. Participants will have an opportunity to share any ideas/concerns that they may have. All participants will experience a respectful and collaborative atmosphere where all voices are heard.	Parents; school community	Sept. - June	Principal; teachers; Administrative cabinet; parent coordinator;

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Collaborative meetings with HCZ and HLL; Morningside Center for Teaching Social Responsibility; network support; middle school advisory

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
NYCDOE Grant for Collaboration with Morningside Center													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 25% decrease in student incidences, resulting in a principal's or superintendent's suspension, as measured by OORS reports.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	D
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	I

Part 1b. Needs/Areas for Improvement:

11. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
12. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the Advance Teacher Evaluation system, School Quality Snapshot and NYC School Survey, the areas in need of further improvement are:

- Aligning assessments to curricula, using on-going assessment and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels
- Instructional practices that lead to multiple points of entry and high levels of student engagement and inquiry

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 65% of teachers will be rated effective on Component 3c – Engaging Students in Learning on the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Teachers will maintain and refer to assessment binders inclusive of multiple sources of data (running records assessment; NYS Exam results; CC-aligned baseline & benchmark results; end of unit assessments; writing samples and conferring notes) to monitor students' progress, set & modify students' individualized academic goals and to inform lesson planning; Teacher Team meetings to analyze student work and share best practices; Peer observation to observe best practices.	All students	Sept. - June	Principal; administrative cabinet; teachers
Professional development on using data to inform lesson planning to address the needs of all students, including SWDs, ELLs and the bottom 1/3; one-to-one professional development to address the needs of, and support, individual teachers as indicated by observations using the Advance system	All students	Sept. - June	Principal; administrative cabinet; network
Parent workshops to share strategies designed to support students in their identified areas of need; Parent Engagement activities (Telephone conferences / one- to- one meetings) to keep parents informed of students' progress	All students	Sept. - June	Administrative cabinet; teachers
Following established protocols, teachers will engage in effective team meetings where all members have a voice and are viewed as valued members of the team. All members will be ensured an opportunity to contribute to, and be heard, during team discussions. A respectful, professional environment will, thereby, be established where teachers can share their work and best practices with colleagues.	Teachers	Sept. - June	Administrative cabinet

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Monday Professional Development; Tuesday Parent Engagement time; Teacher Team meeting time; one-to-one meeting time

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 40% of teachers will be rated effective in Component 3c – Engaging Students in Learning on the Danielson Framework.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	D
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the Priority and Focus School Quality Review Full Report 2013-14 and Advance, the school’s strengths:

- School leaders are beginning to use the Danielson Framework to observe and provide feedback to teachers to improve professional growth and reflection. (4.1)
- The school leader and cabinet use the Advance system to track and schedule frequent and targeted feedback to teachers.

Based on the Priority and Focus School Quality Review Full Report 2013-14:

- Increase teacher capacity to create and utilize differentiated instructional strategies and learning tasks that are rigorous and engaging so that all students demonstrate higher-order thinking in work products and discussions (1.2)
- Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection. (4.1)

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 65% of level 1 students in grades 3-8, based on last year’s NYS Exam, will increase their reading level, as measured by Fountas & Pinnell.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>PD support for teachers on the areas of Planning & Preparation and Instruction, as per the Danielson FFT</p>	<p>All students</p>	<p>Sept. - June</p>	<p>Principal; administrative cabinet; professional development committee; network support</p>
<p>Grade level team meetings; teacher observations and frequent actionable feedback; cabinet meetings</p>	<p>All students</p>	<p>Sept. - June</p>	<p>Principal; administrative cabinet; district and network support; talent coach</p>
<p>The principal will lead weekly cabinet meetings where there will be calibration of teacher observations and an ongoing analysis of MOTP Reports in Advance.</p>	<p>All students</p>	<p>Sept. - June</p>	<p>Principal; administrative cabinet</p>
<p>School Leadership Team meetings; parent engagement committee meetings; PTA meetings; Tuesday parent engagement time; parent workshops; During these meetings, parents and members of the school community will be kept current on school initiatives/information regarding student performance and progress. Participants will have an opportunity to discuss any concerns that they may have. All participants will experience a respectful and collaborative atmosphere where all voices are heard.</p>	<p>Parents, school community</p>	<p>Sept. - June</p>	<p>Principal; administrative cabinet; parent coordinator; teachers</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Danielson Framework for Teaching; Monday Professional Development; Tuesday Parent Engagement

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
UFT Community Learning School													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 40% of level 1 students in grades 3-8 will show progress in their reading level, as measured by Fountas & Pinnell.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	D
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:

19. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
20. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Priority and Focus School Recommendations 2013-2014 for 03M149,

- Develop a vision of student achievement that focuses on high expectations for all students, including students with disabilities and English language learners, and ensure that these expectations are shared with students, their parents and staff.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all parents will attend at least two school-wide events, as measured by sign-in sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
Parent events; school-wide celebrations	All students; parents	Sept. - June	Parent coordinator; parent engagement committee; teachers; Administrative cabinet
Classroom/grade-level newsletters	All students; parents	Sept. - June	Teachers; Administrative cabinet
Parent workshops, including ones focusing on strategies to address the needs of ELLs and SWDs, will be conducted by teachers and/or administrators.	All students; parents	Sept. - June	Teachers; Administrative cabinet
School Leadership Team meetings; parent engagement committee meetings; PTA meetings; Tuesday parent engagement time; staff meetings; During these meetings, parents and members of the school community will be kept current on school initiatives/information regarding student performance and progress. Participants will have an opportunity to discuss any concerns that they may have. All participants will experience a respectful and collaborative atmosphere where all voices are heard.	All students; parents; school community	Sept. - June	Teachers; Administrative cabinet; parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tuesday Parent Engagement; Literacy Inc.; Parent JobNet; computer lab; school data and reports

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

UFT Community Learning School

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, all parents will attend at least one school-wide event, as measured by sign-in sheets.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who did not meet benchmarks on Running Records (K-5); Performance on writing tasks, using rubrics aligned to common core learning standards (K-8); Periodic Assessments for ELA, Math (Gr. 3-8)	Scheduled reading blocks in K-8; Guided reading; Word Generation (vocabulary development for all content areas Gr. 6-8)	Leveled grouping for students; One-to-one; small group tutoring; usage of laptops; computer lab	During the school day; after-school program; Saturday Academy
Mathematics	Students who didn't meet benchmarks on NYS Exam, predictive assessments; end of unit assessments, teacher generated assessments	Scheduled math blocks K-8; Word Generation; math games; math centers; computer-assisted instruction; usage of manipulatives; I Ready	Leveled grouping for students; One-to-one; small group tutoring; usage of laptops; computer lab	During the school day; after-school program; Saturday Academy
Science	Gr. 4 Science Exam; Performance-based tasks for students in Gr. 6-8	Word Generation; project-based learning; Time for Kids Gr. K-5; Non-Fiction Literacy	Small group instruction	During the school day; after-school program; Saturday Academy
Social Studies	Performance-based tasks for students in Gr. 6-8	Word Generation; Time for Kids Gr. K-5; Non-Fiction Literacy	Small group instruction	During the school day; after-school program; Saturday Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PPT Referrals; Teacher Referrals; Parent Referrals; Student Attendance	The "Leader In Me" program; Restorative Circles; Individual and Small Group Counseling; Parent/Teacher Intervention; Intervention/support from Attendance Team	Individual and Small Group Counseling; Parent Meetings; Parent Outreach	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- We interview and screen candidates at NYCDOE teacher recruitment events
- We utilize NYCDOE Teacher Finder on-line system
- We utilize our network to support us in recruiting highly-qualified candidates.
- Teaching candidates are required to do a “demo” lesson, with the prospective grade or subject area
- New teachers are mentored by senior teachers on a weekly basis.
- Professional development is provided to support new teachers in utilizing CC curriculum and further develop and improve teaching strategies

2b. 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).

- The administrative cabinet, along with the professional development committee and network, work collaboratively to plan for meaningful and strategic professional development for teachers.
- Teachers participate in weekly teacher team meetings to co-plan, look at student work and review data in order to adjust curriculum and/or instructional practices
- Teachers attend weekly professional development sessions on Mondays.
- Select groups of teachers/administrators visit lab sites and other schools, in order to learn best practices and improve pedagogy

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

3b. TA Coordination with the Regular Program

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

NA

Part 4: SWP Schools Only

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

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

During the months of May and June, pre-k and kindergarten teachers meet regularly to discuss the students' social and emotional and academic progress, as students transition from pre-k to kindergarten. The school schedules kindergarten tours, as well as workshops 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.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers look at data and trends related to students, focusing on the bottom third, SWDs and ELLs, and how to best move students forward. Decisions on assessment measures are made collaboratively with teachers, administrators and network personnel. Professional development began in September 2014, with several sessions focusing on interpreting data to adjust and drive instruction. The professional development will continue throughout the school year. During teacher team meetings and monthly inquiry teacher team meetings, the collection and review of data will continue. At the end of the school year, we will assess the effectiveness of our decisions and adjust, if necessary, for the next school year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$188,230.	X	11, 14, 17, 20
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$70,046.	X	14, 20
Title II, Part A	Federal	\$66,279.		

Title III, Part A	Federal	\$11,200.	X	11, 17
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,521,480.	X	11, 14

¹**Explanation/Background:**

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 149**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 149** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

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

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

School-Parent Compact (SPC) Template

PS/MS 149, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Lisette 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%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12			15			3			30

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
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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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
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/	B							2	1					

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	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:

- 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 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 a 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 [AMAQ tool](#))
Instructional decisions are made by paying close attention to the NYSSLAT data both in aggregate and in individual students. In analyzing our AMAQ 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 lesson 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 Assesemnt and to create an achievemnt action plan. The action plan includes the following: comparing periodics results to summative and formative assessemnts. Teacher teams meet to anaylize and set goals; utilization of common planning periods to discuss individual students and assessment and intetvention inititives 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 classroom teachers.

7. For dual language programs, answer the following:

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

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 PS 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 kindergarten 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. **①**
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 Homogeneous (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 in developing student's content language grammar. 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 out thematic units of study with empasis 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 v 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?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for 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 c 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.

nstructional 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 ELLs 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 ELLs 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	

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

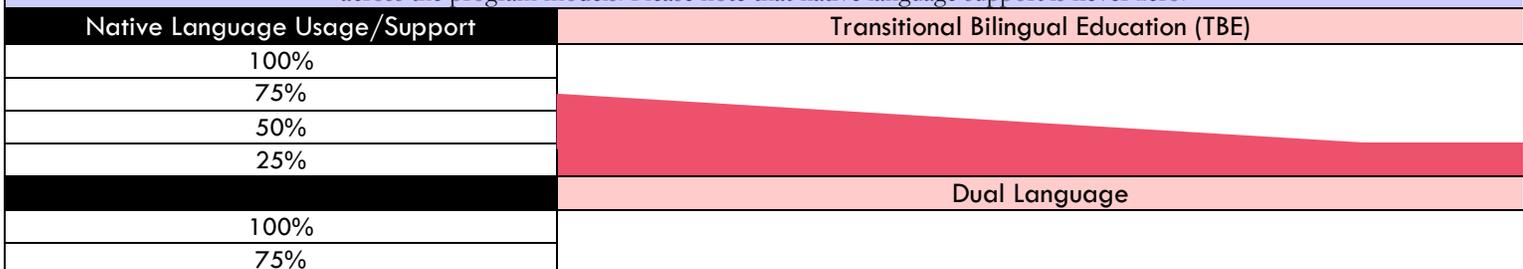
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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 language 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)?

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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 clasrrom 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 Liasion 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs 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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS/ MS 149</u>	DBN: <u>03M149</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: During School
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Direct instruction in the areas of writing and reading provided to targeted ELL population two days per week for the duration of 24 weeks. Direct instruction to targeted ELL population will consist of two classes two days a week for a period of 24 weeks. We are proposing to use our title three funds to hold two after school classes designed to enhance the modalities of reading and writing among our bottom third ELLs. One class will serve grades 4 and 5 and be taught by a certified ESL teacher. The other class will serve students in grades 6 and 7 and also be taught by a certified teacher. The classes will be held respectively on Thursday and Friday from 3:00 to 4:00 and Wednesday and Thursday from 3:00 to 4:00.
Both programs will be delivered in English. Materials to be used will be The Comprehensive Toolkit Teacher Pack by Stephanie Harvey and Harvey Daniels which concentrates on comprehension and inquiry learning.

Part C: Professional Development

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

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

Begin description here: 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 meetings focus on the implementation of the school's curriculum. Best practices are shared to support growth and development of the teaching faculty. The two title 3 teachers will meet bi monthly to monitor the title three program in order to insure academic effectiveness of the plan. Topics to be discussed and analyzed are NYSITELL and NYSESLAT data, the analysis multiple forms of data provided of the AMAO. In addition there will be consistent study of student writing. Both teachers will be attending numerous PD's focused on the target areas of reading and writing throughout the year provided by the DOE beginning with Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension.

Part D: Parental Engagement Activities

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: To ensure that all parents are provided with appropriate and timely information in a language they can understand, PS 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 a monthly Saturday family cultural excursion in which ELL parents and children will visit a NYC museum, engage in a neighborhood walking tour, or visit a local national monument as to encourage vocabulary building and cultural acclimation.

The purpose of the trips range from learning and practicing basic conversation skills to discussions of history and culture encountered during the trips which, ideally, will be shared and pursued by parent and student. An additional goal is to instruct parents how best to utilize institutions such as museums to increase parent-student discourse and participation in the student's academic achievement. To that end, each trip will begin with a pre-trip lesson highlighting appropriate vocabulary and each parent will be supplied with a notebook for the purpose of writing a journal-like of the events.

A certified ESL teacher will provide the service. Both letter and a phone call will notify parents and the events shall also be listed in the monthly ELL newsletter.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>7500.00</u>	<u>2 teachers: 2hours x 2days x24 weeks</u> <u>1 teacher:5 hours x1 day x 6 Saturdays</u>
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 	<u>1800</u>	<u>journal notebooks, pens, pencils, disposable cameras, headphones,</u>

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		<u>audiobooks.</u>
Educational Software (Object Code 199)	<u>200.00</u>	<u>Writing/reading/ phonics programs</u>
Travel	<u>250.00</u>	<u>metro cards fpr parents and students</u>
Other	<u>250.00</u>	<u>Museum fees and refreshments</u>
TOTAL	_____	_____