



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

03M149

School Name:

P.S. 149 SOJOURNER TRUTH

Principal:

BARBARA DARRIGO

Renewal School Comprehensive Educational Plan (RSCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 149 Sojourner Truth School Number (DBN): 03M149
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: Claudia Aguirre Email Address: CAguirr@schools.nyc.gov
Principal: Claudia Aguirre
UFT Chapter Leader: Patrick Walsh
Parents' Association President: Jackie Hinds
SLT Chairperson: Patrick Walsh
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dorothy Davis
Student Representative(s): _____
CBO Representative: Christine M. Schuch, NYC Community Learning Schools Initiative

District Information

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

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, 8th Floor, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 917-339-1590 Fax: 212-222-7816

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Claudia Aguirre, Principal	*Principal or Designee	
X	Patrick Walsh, UFT Chapter Leader	*UFT Chapter Leader or Designee	
X	Jackie Hinds, PTA President	*PA/PTA President or Designated Co-President	
x	Frances Fladger, Pre-K Family Worker	DC 37 Representative (staff), if applicable	
x	Dorothy Davis, Parent	Title I Parent Representative (or Parent Advisory Council Chairperson)	
x	Shell Lewis, CSD	Community School Director (staff)	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
		Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
X	Karen McClean, Parent	Staff/Parent/Other Contributor	
X	Gabriel Velez, Parent	Staff/Parent/Other Contributor	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Adelia Gibson, Teacher	Staff/Parent/Other Contributor	
X		Shawn Boatright, Teacher	
X	Jeanna Groce, Teacher	Staff/Parent/Other Contributor	
		Staff/Parent/Other Contributor	

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

The mission of Sojourner Truth School, 03M149 is to prepare students for lifelong learning and responsible, caring, productive citizens in partnership with parents, families, and school community members. Administrators, teachers, students, and their families will collaborate to create a supportive atmosphere where all students are pushed to achieve their personal best. It is the vision of the Sojourner Truth School to provide students with a rigorous, high-level instructional program, which will prepare students for future success through a wide-range of course offerings, enrichment programs, guidance support services, and other school experiences to gain the learning competencies needed to go on to higher education. Together, the Sojourner Truth School community will assist students in achieving their potential by becoming critical thinkers, active problem-solvers, inquisitive readers, diligent researchers and effective writers.

In school year 2014-2015, PS/MS 149 has 291 enrolled students in elementary and middle school. Of these students, 66% are Black (African American or of African descent), 24% are Hispanic, 5% are American Indian or Alaskan Native, 3% are Asian and 2% are Caucasian. Nearly 10% of the student population consists of English Language Learners and approximately 34% (1/3) of the students have special needs.

Of the Six Elements of the Framework for Great Schools, PS/MS 149 is beginning to make progress in the area of "Collaborative Teachers", providing teachers with opportunities to participate in teacher team meetings. "Strong Family-Community Ties" is an area where the school continues to focus much attention on. Throughout the year, opportunities for parent involvement have been provided (i.e. workshops on Homework Help; Literacy; Behavior Management; Common Core curriculum and proper nutrition); but the school seeks additional support in family outreach and engagement.

Harlem Children's Zone (HCZ) is the primary CBO that has provided support to the school, both during and after the school day. HCZ has been instrumental in expanding the range and depth of academic support provided to students. They have purchased the iReady program for the school, and it is used both during and after school. More one-to-one and small group support is provided for students by HCZ staff members who are more highly trained than in previous years.

HCZ has, also, provided the after-school program for the majority of students at PS/MS 149. In addition to homework help and test prep, students have been provided with a multitude of enrichment activities and initiatives. "Healthy Harlem" has provided instruction on proper nutrition, daily fitness and a dance program for middle school students. In addition, other enrichment activities have included puppetry, arts & crafts, chess, drama, robotics and boxing (gr. 3-8).

Harlem Lacrosse and Leadership is the school-based CBO, which works directly with students throughout the school day and the calendar year. HLL provides year-round tutoring, academic guidance and behavioral intervention. During the school year, students attend mandatory lunch-time study halls designed to help them complete school assignments, gain a deeper understanding of their coursework and improve their behavior. HLL supplements study halls with individual tutoring sessions, push-in teaching and behavioral intervention for struggling students. Over the summer, HLL hosts summer camps that include afternoon academic sessions, High School Transition Counseling and Boarding School Boot Camp. HLL's lacrosse programs are designed to keep students engaged and active throughout the year. Students

attend practices three times per week during the fall and spring seasons. Practices emphasize the importance of teamwork and aim to build student confidence. On weekends, HLL schedules lacrosse clinics, scrimmages and games with partner organizations. During HLL's weekend events, HLL players interact with children from different communities and meet mentors who have used lacrosse as a gateway to educational and professional opportunities. In addition to hosting a summer day camp in July, HLL secures scholarships to sleep-away summer camps for students who have shown the most academic and behavioral progress over the course of the year. HLL's mentoring events build leadership skills and help students set new goals for their future. During weekend clinics, games and trips, HLL connects children to communities of volunteers, student-athletes and educators. Mentoring activities occurring after lacrosse clinics or games facilitate cooperation between HLL students and their peers from towns outside of Harlem. During college trips, student-athletes and campus leaders lead HLL players during tours, informational sessions and workshops that help students understand how to overcome obstacles to obtaining a college education. Past college trips have included visits to Yale, Princeton, Brown, Siena College, the University of Virginia, Howard University and the University of Pennsylvania. HLL provides a unique service to students interested in pursuing admission to the most prestigious institutions in the country: free preparatory school and college admissions counseling. Students who enroll in the program receive free academic tutoring, SSAT preparation, essay counseling, advising and school visits throughout the application process.

Expanded Learning Time at O3M149 provides students with 5 additional hours of academic support each week. Teachers voted to implement the program Tuesday- Fridays, 2:40pm- 3:55pm. Thirteen teachers elected to participate in ELT Per Session activity. Harlem Children's Zone Peace Makers provide additional support working with students in small groups during instruction to review and reinforce class learning. The ELT session is divided into three components that allow students to receive targeted academic support and tutoring in the four core content areas-mathematics, English language arts, science, and social studies. Sojourner Truth School believes that completing homework assignments dramatically increases the power of classroom learning experiences. Research supports this belief: on standardized tests, students who regularly complete homework outperformed non-completers by 35%. Therefore, students will focus on completing homework assignments given during the instructional school day with the assistance of teaching staff in a structured and supportive learning environment. The positive benefits of ELT will include opportunities for students to reinforce what was taught in class, prepare for the next class meeting, learn how to take and manage responsibility for one's own learning, and evaluate their understanding of the work presented.

The school's challenges are:

- Providing rigorous learning opportunities for all students (including ELLs and SWDs) across classrooms, grades, and content areas;
 - Applying professional development learnings and ensuring effective implementation of curriculum;
 - Instruction aligned to the Common Core Learning Standards;
 - Supporting all staff in effectively responding to the differentiated academic and social-emotional needs of all students;
- Refining strategies to increase family engagement.

03M149 School Information Sheet

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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				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			

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	I
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>SCHOOL HEDI RATINGS REFLECTION: (3.2/3.3/3.4/3.5) 03M149 has adopted NYCDOE recommended CCLS curricula in math and literacy across grades K-8. School leaders and teachers have participated in some professional development, but implementation and monitoring of teacher practice remains vastly inconsistent across classrooms and grade bands. School leaders and teachers do not engage in regular analysis of student work as a team across content areas and grade levels using an established protocol; and do not collaborate to review or develop strategic instructional practices or curriculum-aligned formative and summative assessments. This results in uneven practices that impact the school’s ability to establish, maintain, and monitor a school-wide instructional vision as part of Tenet 3.2. Some teachers develop activities that utilize technology and address the arts, but not as a result of a school-wide interdisciplinary focus established by school leadership. Although 03M149 administers school-wide MOSL assessments (including Running Records in the lower grades) and other isolated assessments as part of iReady and Lightsail, etc., it does not consistently administer a standardized set of universal, diagnostic, and curriculum based assessments across content and grade levels. 03M149149 does not utilize a school-wide, transparent and comprehensive data monitoring system to closely monitor student progress or track the impact of instructional practices by student, class, and teacher. As substantiated in the Feb 2015 Quality Review, March 2015 AIR Assessment, 2013 State Report, and other school reviews, school leaders and teacher do not consistently and strategically adjust pedagogical practice to address students’ individual</p>		

needs in response to assessment data. PS 149's lack of a robust and well-coordinated assessment system leads to a fragmented understanding of student knowledge, teacher practice, and overall academic performance. As noted by data in the March 2015 AIR Assessment and 2013 State Assessment, teachers and administrators require additional professional development in all curricula, including a deeper understanding of each grades' Common Core standards; instructional objectives; appropriate scaffolds and modifications for underperforming students; increased academic rigor and more engaging, high impact teaching strategies.

PRIORITY NEEDS:

· **INSTRUCTIONAL LEADERSHIP:** An instructional leadership team composed of school administrators and teacher leaders to structure and lead activities to transform teaching and learning in the school. This includes robust observation and feedback on teacher practice, analysis of student work, professional development, curriculum and lesson planning, and refining student engagement practices.

· **VERTICAL TEACHER TEAMS:** 03M149 is a small school with 1-2 teachers per grade. Lower school (PreK-5) teachers teach across content and upper school (6- 8) are content specific. To foster greater teacher collaboration centered on student work, outcomes, and instructional practices, 03M149 requires the formation of stronger and purposeful teacher vertical teams. Teams require common planning time and teaming structures.

· **COORDINATED ASSESSMENT PRACTICES:** 03M149 requires a well-coordinated set of formative and summative assessments to accurately identify students' performance levels and set benchmarks for progress throughout the year. In addition, the school need a transparent, shared, and accessible electronic data monitoring system that allows teachers and administrators to closely monitor student performance and share ongoing progress with students and their families.

· **CURRICULUM IMPLEMENTATION:** Vertical grade and interdisciplinary teams require deeper understanding of grade level rigor and learning progressions from grade to grade so as to appropriately implement curriculum and develop a coherent, school-wide instructional focus. For Literacy, 03M149has chosen Teachers College Reading and Writing Project unit of study for grades K-8. For Math, Go Math (K-5) and New York State Engage Curriculum Units (6-8). Each content area requires curriculum maps with clear objectives, learning targets, lessons, and assessments outlined throughout the year so that teachers have a clearer understanding of what needs to be taught; when; and how to appropriately assess it.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

CURRICULA, SCAFFOLDS, PROGRAMS, INSTRUCTIONAL SHIFTS, MULTIPLE ENTRY POINTS: The school's vision for Renewal includes the implementation of an instructional framework addressing the academic and socio-emotional needs of students through grade-level Common Core aligned-curriculum (Teachers College Reading and Writing Units of Study, Teacher adapted materials from EngageNY Math curriculum); small group and supplementary instruction through Expanded Learning Time; and behavioral supports through Positive Learning Collaborative / Therapeutic Crisis Intervention. Teachers will fully adopt the NYCDOE Social Studies Scope and Sequence; ELA (Teachers College Reading and Writing Units), Math (K – 5 Go Math; 6 – 8 EngageNY), and Science (Foss) curricula.

In alignment with the Common Core instructional shifts, the teaching of reading and writing across all content areas will be paramount, with key focus areas being academic vocabulary, questioning & discussion, and writing across curricula. Students will build knowledge through a balance of fifty percent literary and fifty percent informational texts in the lower grades (PreK-5), and gradually shift to content rich and non-fiction informational texts. In math and science, the focus will be on engaging students in learning experiences requiring fluency and application of math scientific concepts. Classroom evidence of such will include the implementation of the Teachers' College Workshop Model, usage and maintenance of classroom libraries, math centers, and science kits and a science.

For students identified as below grade level additional small group instruction will be provided by classroom teachers and additional support during the Expanded Learning Time. To ensure multiple entry points for all students, including SWDs and ELLs, mandated service and support personnel (i.e. ESL, SETTS, AIS teachers, paraprofessionals, counselors, tutors, etc.) will collaborate with content areas teachers to identify and implement academic supports. With the support of the UFT Teacher Center, teachers will participate in a year-long examination of the curriculum to identify instructional gaps and needed scaffolds.

EXPANDED LEARNING TIME: During Expanded Learning Time students will engage in coordinated academic and extra-curricular learning blocks and will receive instruction from 03M149 teachers and HCZ CBO staff. Depending on assessment outcomes, students in K-8 will participate in small group tutoring sessions utilizing structured literacy and STEM programs, technology, and the arts to supplement core learning. To start, students will continue to use iReady and LightSail.

PEDAGOGICAL PRACTICE, CLASSROOM ENVIRONMENT: With the support of Teachers' College staff developers, teachers will implement the workshop model of instruction comprising a mini-lesson, independent work time, and share. During mini-lessons, teachers will be supported in provide whole class, direct and explicit instruction via strategy demonstrations, reading and writing for key concepts and specific purposes, questioning and discussion, hands-on activities, and explanations as to how to apply the lesson and complete independent work. During independent work time, students will work alone, in pairs, or small groups as teachers facilitate, intervene, support and conference with students.

Teachers will receive support with creating classroom environments conducive to student support and collaboration, featuring standardize key elements across classrooms – clearly defined, organized and partitioned learning spaces (such as math centers, word walls, group areas, reading areas, libraries, student work, etc.), flow of the day, objectives, and learning targets that clearly summarize the day's lessons for students and classroom observers, visual supports to guide student practice during independent work time and anchor charts to memorialize and support instruction after the lesson has been taught, classroom libraries organized by level and interest and actively utilized by students, student work areas that demonstrate student processes, outcomes, expectations of completed work, grading criteria (i.e. rubrics) and feedback, and behavioral supports that help students to self-monitor (i.e. code of conduct; behavior rubric, etc.).

CONSISTENCY: To ensure instructional coherence between core instructional time and the expanded day, UFT Teacher Center lead teacher will support cross-functional teacher teams across grade bands and content areas. Together with teachers, she will collaboratively map curriculum, lessons, and student activities. To ensure coherence in discipline and academic behavior, 03M149 and CBO partners (UFT Positive Learning Collaborative and Therapeutic Crisis Intervention) will collaboratively develop a set of expectations and supports for responding to students' socio-emotional needs.

ASSESSMENT: The school will determine every student's baseline math and literacy level in the beginning of the school year and will administer assessments throughout the year to measure student progress and gauge the impact of instructional strategies and interventions.

Professional activities for teacher teams during common planning time will include:

- Foster common assessment practices and grading policies
- Create common rubrics and criteria checklists
- Give constructive feedback to students on assignments and plan follow-up activities

Teachers will also design and utilize a variety of classroom based assessments to measure comprehension and the use of specific strategies, including:

- Conferencing and noting of reading behaviors
- Written summaries, syntheses of ideas, reflections, reading logs and journals; and
- Presentations; "think/pair/share" activities and other demonstrations of accountable talk.

MEASURABLE GROWTH: Based on a review of school ELA and Math state assessment data, the school's projection is that by the end of year two, 15% of students in ELA and Math will show measurable growth on standardized assessments.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

2015 – 2016 GOAL: To foster teacher collaboration by June 2016, 80% of teachers will participate in at least one teacher team (TCRWP Literacy, Pre-K, Math, Science) focusing on improving instructional practice, as evidenced by the school program, planning artifacts, and implementation of new teaching practices.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>COMMON PLANNING TIME:</p> <ul style="list-style-type: none"> · Establish a regularly scheduled time during the school day when teachers who teach the same students or same content meet for joint planning, material preparation, and student evaluation. <p>Provide professional development for effective meeting practice, including agendas, protocols, clear outcomes and next steps for each meeting.</p> <ul style="list-style-type: none"> · Establish a clear focus on instruction and student achievement, along with adequate resources and appropriate guidance from leadership. · Provide professional development in curriculum planning; lesson planning; assessment; and instructional strategies. <p>During this time, teachers will :</p> <ul style="list-style-type: none"> • plan for instruction • discuss strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups; and <p>discuss high impact ways to engage families and support their understanding of rigorous instruction</p>	<p>PreK-8 Teachers, paraprofessionals, CBO instructional partners</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, UFT Teacher Center, TCRWP Specialists</p>
<p>CURRICULUM IMPLEMENTATION:</p> <ul style="list-style-type: none"> · During common planning time, teachers will review curriculum scope and sequence, units and/or modules, specify the concrete learning targets for teaching in the classroom (including new knowledge 	<p>PreK-8 Teachers, paraprofessionals, CBO instructional partners</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, UFT Teacher Center, TCRWP Specialists</p>

<p>and pre-requisite skills), identify appropriate instructional strategies for all learners (including ELLs and SWDs), gather materials, and define the appropriate criteria for each student’s success.</p> <ul style="list-style-type: none"> · In their classrooms, with guidance and feedback from leadership and instructional coaches, teachers will develop and implement student lessons and learning activities matched to curriculum outcomes and student needs (including ELLs and SWDs). · Based on assessment results; student engagement; and observational feedback from administrators; teachers will make adjustments to curriculum, lessons, and pedagogical practice so that students have multiple entry points to the content based on their instructional and behavioral needs. <p>As teachers implement the curriculum, teachers will :</p> <ul style="list-style-type: none"> • determine and coordinate instructional programs, professional development, and/or systems and structures needed to impact student achievement; • discuss strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups; and • discuss high impact ways to engage families and support their understanding of rigorous instruction and the Common Core in order to support their children at home. Teachers will focus on planning family workshops to invite families into the school to participate in and experience the learning activities their children engage in during the school day. 			
<p>ANALYSIS OF STUDENT PERFORMANCE:</p> <ul style="list-style-type: none"> · From September to June, school leaders will work with teacher teams (vertical grade level/content) or individual teachers to analyze students' monthly achievement data (grade book, student work, F&P, state tests, other assessments). · Provide professional development for effective assessment practices, including protocols for 	<p>PreK-8 Teachers, paraprofessionals, CBO instructional partners</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, UFT Teacher Center, TCRWP Specialists</p>

<p>analyzing student work, clear outcomes for student performance, and individual student goals per content area.</p> <ul style="list-style-type: none"> · Based on assessment results; student engagement; and observational feedback from administrators; teachers will make adjustments to curriculum, lessons, and pedagogical practice so that students have multiple entry points to the content based on their instructional and behavioral needs. <p>As teachers assess students, they will:</p> <ul style="list-style-type: none"> · identify research-based practices to address student needs and monitor student progress; determine professional development, and/or systems and structures needed to impact student achievement; • discuss strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups; and <p>discuss high impact ways to communicate assessment results and student process to families.</p>			
<p>FAMILY ENGAGEMENT:</p> <ul style="list-style-type: none"> • Administrators, teachers, CBO partners (HCZ, UFT) will discuss high impact ways to engage families and support their understanding of rigorous instruction and the Common Core in order to support their children at home. • Administrators, teachers, CBO partners (HCZ, UFT) will invite families into the school to participate in and experience the learning activities their children engage in during the school day. <p>03M149 will institute the use of an online grading system to allow student and their families to monitor student achievement and provide families with tool to support their child. The online grade book will allow families to access student assessment data 24 hours a day, seven days week from their mobile phones. Progress reports will be sent home weekly to ensure families that do not have access to technology have the same access.</p>	<p>PreK-8 Teachers, paraprofessionals, CBO instructional partners</p>	<p>September 2015 – June 2016</p>	<p>Principal, Assistant Principal, parent Coordinator</p>

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

RESOURCES:

- UFT Teacher Center allocation for professional development and coaching
- Per session for additional teacher collaboration after school hours and weekends
- Non-contractual and contractual service allocations for education consultants to provide targeted instructional coaching and professional development (ie. Teachers College Reading Writing Project)
- Replacement or supplemental curriculum components (workbooks; teachers’ guides; student consumables; kits; textbooks; etc.)
- Instruments and materials to support teacher planning, assessment, and sharing of resources (technology; access to web-based resources; etc.)

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2015 teachers will have:

- developed one curriculum map per content area and grade level
- designed a minimum of 2 modules/units and relevant lessons per map
- created and administered a minimum of 2 performance-based assessments per content area and grade level
- analyzed students' monthly achievement data from September to January
- set at least 2 individual student goals per content area, and at least 3 classroom outcome goals.

By January 2015 students will have:

- taken a minimum of 2 performance-based assessments per content area and grade level
- established at least 2 individual student goals per content area
- participated in a minimum of 2 modules/units and relevant lessons per map

By June 2016 teachers will have:

- designed a minimum of 2 additional modules/units and relevant lessons per map
- created and administered a minimum of 2 additional performance-based assessments per content area and grade level

- analyzed students' monthly achievement data from September to June and measure student progress towards pre-established goals.

By June 2016 students will have:

- taken a minimum of 2 additional performance-based assessments per content area and grade level
- participated in a minimum of 2 additional modules/units and relevant lessons per map
- monitored and measured their own progress from September to June towards pre-established individual student goals per content area

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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 leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	I
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	I
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>SCHOOL HEDI RATINGS REFLECTION: (5.2/5.3/5.4/5.5) During the 2014-15 school year, 03M149 launched two initiatives, The Leader in Me and Restorative Circles to establish overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. Staff implementation of The Leader in Me was inconsistent, although staff report that the program failed to address the needs of the schools’ student population. Restorative Circles has been implemented in one classroom with SWDs, wherein the staff has reported impact. According to the 2015 Quality Review, PS 149 communicates expectations to staff, families and students and is beginning to hold all constituents accountable for the expectations; but conducts inconsistent follow-up to ensure that teachers are accountable to implementing the instructional practices. School leadership struggled to promote a vision for social and emotional health aligned to a curriculum or program. Some school CBO partners and school staff work together to develop a common understanding and establish a learning environment that is safe and conducive to learning and socio-emotional development for students. Although the Quality Review reports that the culture for adult and student learning provides limited support and feedback to ensure that all students and teachers are making progress towards academic, social and professional goals.</p>		
<p>PRIORITY NEEDS</p>		

Under new school leadership, the priority needs for the school include:

- **CONDUCT A SCHOOL-WIDE ASSESSMENT:** To get a better understanding of school dynamics, conduct a school-wide assessment to identify student, teacher, and school structural needs related to the development of students' social and emotional developmental health and academic progress.
- **COHERENCE:** DTSDE feedback to the prior principal recommended establishing a set of common behavioral and academic practices valued by the school community, and applied across settings (including ELT and after-school). Additionally, with 31% of students with special needs (SWD) in self-contained and ICT classes, the superintendent recommends implementation and stronger monitoring of these practices by school leadership.
- **PROFESSIONAL DEVELOPMENT:** To build staff capacity (teachers, guidance counselors, administrators, etc.) participate in content-area / role specific professional development relevant to supporting students' socio-emotional development and academic progress.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Upon completion of the Renewal Program, PS 149 will be committed to creating and maintaining a learning environment in which all students may achieve their greatest potential. The school leadership, environment, and instructional practices will demonstrate the belief that all students can be successfully prepared to meet the academic expectations for elementary school, middle school, and beyond. An effective relationship with and between CBO partners (UFT Positive Learning Collaborative, Harlem Children's Zone, Harlem Lacrosse and Leadership, and services from Columbia School of Social Work) and PS 149 will offer students additional opportunities to develop, learn and grow by providing a well-coordinated set of academic, social, emotional, and recreational opportunities during the day and after school.

CBO partners (UFT Positive Learning Collaborative, Harlem Children's Zone, Harlem Lacrosse and Leadership, and services from Columbia School of Social Work) will support and collaborate with families, teachers, administrators, and socio-emotional support staff to match at-risk students to support services such as mentoring, tutoring, and physical and mental health services. To sustain and support the social and emotional health of students, these partners will conduct a student needs assessment, help to establish academic and socio-emotional goals for each student, monitor their progress towards their goals, and share this information with students and their families. CBO partners will also coordinate services and opportunities for families to encourage participation in school governance and academic planning for their children.

PS 149 will promote students' social-emotional skills through the support and strengthening of students' academic skills, voice, choice, and leadership in the classroom. Student voice will be encouraged and supported through the use of academic questioning and discussion techniques by teachers and HCZ Peacekeepers during instructional and recreational activities. Classrooms environments will be organized into flexible and cooperative learning configurations to support student collaboration so that all students, including SWDs and ELLs, can learn and participate. To encourage student

leadership, CBO partners and teachers will adopt a framework through UFT Positive Learning Collaborative to foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves will make a substantive contribution by assisting with classroom procedures and school activities that support the learning of their classmates.

PS 149 will also implement the Positive Behavior Support System. The Institute of Understanding Behavior /Positive Learning Collaborative (PLC) will provide Cornell Therapeutic Crisis Intervention Training (CTIT) to staff over the course of the 2015-2016 school year consisting of a cumulative 4-day intensive workshop. PLC will support on-going workshops in identified priority areas in addition to the support provided by a PLC Behavior Specialist liaison, who will visit the school regularly and provide individual teachers with behavior and classroom management strategies aligned with CTIT. Through this system, staff will become more proactive in promoting improved students social and emotional skills. Classroom environments will improve through the use of modeling and articulating desired behaviors, visual cues, discussion, and a ladder of referral, so that student behavior improves over time, and staff handling of infractions is preventive, and respectful of students 'dignity.

The school guidance counselor, psychologist, social worker, School Based Support Team (SBST), and CBO partners will collaborate to provide one-to-one and small group support to students. Counseling, emotional support, and guidance of students will begin with an assessment and understanding of students' academic and socio-emotional needs through review of performance data, IEPs, staff observations and anecdotes, and regular conferring with families. Staff, families, and CBO partners will then collaborate to build a responsive system to identify students at-risk, implement preventative services, provide interventions and conduct interim and post assessment of student development. The school guidance counselor, psychologist, and social worker will collaboratively analyze social histories and behavioral/psychological assessments to measure student growth and the impact of their services. Teacher and CBO partners will use student self-assessments, surveys, staff anecdotes, academic performance data and feedback from parents to measure student development. This information will be then be utilized to modify and maintain responsive socio-emotional services for students.

03M149's attendance rate averaged 91% in 2014-2015, which will improve through the strategic engagement of families, appropriate outreach to chronic absentees, and refinement of instruction and socio-emotional support to meet students' needs.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

2015 – 2016 GOAL: 50% of school staff (including teachers, paraprofessionals, HCZ Peacekeepers, guidance counselors, and administration) will learn and implement Positive Learning Collaborative restorative practices and therapeutic crisis interventions by June 2016.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engage families and expand their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Positive Learning Collaborative (PLC) coaches will conduct a needs assessment of the school, with a focus on the needs of students, staff, and school-wide structures.</p>	<p>All students, teachers, administrators, parent coordinator</p>	<p>September – October 2015</p>	<p>School administrators, CBO Resource Coordinator, PLC Coach</p>
<p>Staff cohorts (including teachers, paraprofessionals, administrators, guidance counselor, parent coordinator, HCZ Peacekeepers) will participate in professional development sessions (i.e. Therapeutic Crisis Intervention, Positive Behavior Support Systems and Restorative Practices) and other content/role specific professional development sessions throughout the year. With the help of the PLC coach, staff participants will implement classroom and school-wide structures as learned in professional development sessions, receive feedback, and make adjustments. School staff, CBO partners and the PLC coach will develop, conduct, an analyze interim surveys to assess implementation and areas of improvement.</p>	<p>Teachers, administrators, guidance counselor, parent coordinator, psychologist, CBO partners</p>	<p>September – October 2015</p>	<p>School administrators, CBO Resource Coordinator, PLC Coach</p>
<p>The school will develop a protocol to engage parents in discussions about their children’s socio-emotional and behavioral development, utilizing the practices learned in Positive Learning Collaborative sessions.</p>	<p>Teachers, administrators, guidance counselor, parent coordinator, psychologist, CBO partners</p>	<p>September 2015 – June 2016</p>	<p>School administrators, CBO Resource Coordinator, PLC Coach</p>

Part 5 – Budget and Resource Alignment

<p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>CBO partnerships, PLC professional development resources; collaborative learning time for staff; per diem; per session</p>

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By December 2015, school leaders, UFT representative, parent coordinator, and 25% of staff (teachers, paraprofessionals, guidance counselor, school psychologist, CBO partners) will have participated in Positive Learning Collaborative professional development.</p> <p>By March 2016, 25% staff (teachers, paraprofessionals, guidance counselor, school psychologist, CBO partners) will have participated in content-area / role specific professional development related to the socio-emotional and academic development of students.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	I
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources. 		
<p>SCHOOL HEDI RATINGS REFLECTION: (4.2/4.3/4.4/4.5) 03M149 has adopted NYCDOE recommended CCLS curricula in math and literacy across grades K-8. School leaders and teachers have participated in some professional development in the curricula, but school leaders and teachers do not regularly collaborate in vertical teams across content areas and grade levels to review or develop curriculum maps, or curriculum-aligned units, lessons, or assessments. This results in uneven practices that impact the school’s ability to establish, maintain, and monitor a school-wide instructional vision. According to the school’s 2014-2015 Quality Review and 2015 AIR Assessment, teachers’ plans and instructional practices remain vastly inconsistent across classrooms and grade bands. While teaching practices are beginning to align with the expectations of the Danielson Framework for Teaching, there is inconsistency in the providing of entry points, scaffold, and supports that engage all learners in high-level thinking. As noted in the Quality Review, AIR Assessment, 2013 State Report, and other school reviews, school leaders and teachers do not consistently and strategically adjust pedagogical practice to address students’ individual needs in response to assessment data.</p> <p>PRIORITY NEEDS:</p> <ul style="list-style-type: none"> · VERTICAL GRADE & INTERDISCIPLINARY TEACHER TEAMS: PS 149 is a small school with 1-2 teachers per grade. Lower school (PreK-6) teachers teach across content and upper school (7-8) are content specific. To foster greater teacher collaboration centered on student work, outcomes, and instructional practices, PS 149 requires the formation of stronger and purposeful teacher vertical teams across grade levels and interdisciplinary content areas. Along with 		

teaming, there is a need for common planning time, wherein teachers' and students' schedules are strategically programmed to enable all teachers and administrators across grades and content areas to meet and plan regularly.

· CURRICULUM IMPLEMENTATION: As noted by data in the March 2015 AIR Assessment and 2013 State Assessment, teachers and administrators require additional professional development in understanding of each grade's and content area's Common Core standards; instructional objectives; appropriate scaffolds and modifications for underperforming students; and high impact teaching strategies. Each content area requires a curriculum map with clear objectives outlined throughout the year so that teachers have a clearer understanding of what needs to be taught; when; and how to appropriately assess it. For Literacy, PS 149 had chosen ReadyGen for the lower school (K-5) and Expeditionary Learning for its upper school (6-8), but will be introducing Teachers College Reading and Writing this year. For Math, Go Math (K-5) and CMP3 (6-8).

Part 2 – Summative Vision for Collaborative Teachers

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

VERTICAL GRADE & INTERDISCIPLINARY TEACHER TEAMS: PS 149 is a small school with 1-2 teachers per grade. Lower school (PreK-6) teachers teach across content and upper school (7-8) are content specific. To foster greater teacher collaboration centered on student work, outcomes, and instructional practices, PS 149 will form cross-functional vertical teacher teams across grade levels and interdisciplinary content areas. Along with teaming, there will be COMMON PLANNING TIME to enable teachers across grades and content areas to meet regularly and plan units and lessons.

CURRICULA, SCAFFOLDS, PROGRAMS, INSTRUCTIONAL SHIFTS, MULTIPLE ENTRY POINTS: The school's vision for Renewal includes the implementation of a three tier instructional framework addressing the academic and socio-emotional needs of students through grade-level Common Core aligned-curriculum (Tier 1); small group and supplementary instruction (Tier 2); and individualized intervention or enrichment for higher achieving students. (Tier 3). Within Tier 1, teachers will utilize the Teachers College Reading and Writing Units and Math (K – 5 Go Math; 6 – 8 EngageNY and CMP3) curricula, and identify entry points for students. In line with the Common Core instructional shifts, the teaching of reading and writing across all content areas will be paramount, with key focus areas being Academic Vocabulary; Questioning & Discussion; and Writing across the Curriculum. Students will build knowledge through a 50/50 balance of literary and informational texts in the lower grades (PreK-5); and gradually shift to an increase in non-fiction informational texts in grades 6-8. Students will engage in learning experiences requiring fluency, application, and deep understanding of mathematical and scientific concepts. Classroom evidence of such will include the implementation of the Workshop Model; usage and maintenance of classroom libraries, math centers, and science kits; the use of discussion across content areas to strengthen comprehension and accountable talk and student writing. Teachers will use the Extended Learning Time to individualize support for students in need of intervention or enrichment. Content area teachers, mandated service and support personnel (i.e. counselors, tutors, ESL, SETTS, AIS teachers, paraprofessionals, etc. will collaborate with to identify and implement academic supports.

CLASSROOM ENVIRONMENT: PS 149 will implement the Positive Behavior Support System in conjunction with the CBO partner to ensure every student is safe in their class. The school will also identify a set of common behavioral and academic expectations and student engagement practices valued by the school community and applied to all students and staff in all school settings (including ELT and after-school). The Institute of Understanding Behavior /Positive

Learning Collaborative (PLC) will also provide Cornell Therapeutic Crisis Intervention Training (CTIT) to staff over the course of the 2015-2016.

ANALYSIS OF STUDENT PERFORMANCE: From September to June, school leaders will work with teacher teams (vertical grade level/content) or individual teachers to analyze students' achievement data (grade book, student work, running records, state tests, other assessments) and make instructional adjustments as necessary. To identify multiple entry points for all students, including SWDs and ELLs and higher performing students, teachers will participate in a year-long examination of the curriculum to identify instructional gaps, needed scaffolds and enrichments.

COLLABORATION WITH CBO PARTNERS: The school staff (teachers, administrators, guidance counselor, psychologist, social worker, School Based Support Team, etc.) will collaborate with CBO partners (HCZ, Harlem Lacrosse and Leadership, UFT Teacher Center, Positive Learning Collaborative) to provide one-to-one and small group support to students, and professional development for teachers. Staff, families, and CBO partners will also collaborate to build a system to identify students at-risk, implement preventative services, provide interventions and enrichments, conduct interim and post assessment of student development, and communicate with families.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

Through professional development sessions and classroom support, 80% of teachers will collaborate with the UFT Teacher Center teacher leader and Teacher College Reading specialist to implement the Teachers College Reading and Writing literacy curriculum in grades K-8.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>K-8 teachers will attend Teachers College professional development during the summer and fall to receive an overview of the TC Reading and Writing units, workshop model, samples of student work, and teaching strategies. TC specialists and the UFT Teacher Center will collaborate with teachers on-site to plan for implementation of the units and</p>	<p>K-8 Teachers</p>	<p>Aug 2015 – June 2016</p>	<p>School administrators, UFT Teacher Center teacher leader, TCRWP specialists</p>

lesson plans, model teaching practices, and examine student work. Professional development will be ongoing.			
The school will also organize teacher teams to do the following during common planning time with support from TCRWP specialists and UFT Teacher Center teacher leader: · Examine units, develop lessons, discuss teaching strategies; · Foster common assessment practices and grading policies; · Utilize common rubrics and criteria checklists; · Examine student work, give feedback, plan follow-up activities.	K-8 Teachers	Sept 2015 – June 2016	School administrators, UFT Teacher Center teacher leader, TCRWP specialists
TCRWP units will culminate with student writing celebrations, where staff and families are invited to listen to students read their work aloud and present their writing.	Students, Families	Sept 2015 – June 2016	School administrators, Classroom teachers

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Salary for UFT Teacher Center lead teacher; salary for music, art, gym teacher to cluster students during common planning time; funding for Teachers College Reading Writing Project specialists; per session for planning and PD after regular hours; curriculum materials; Math Consultant; online collaboration system (Teacher Ease); technology											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By September 2015, the school will prioritize teacher collaboration and common planning time in the school program wherein teachers meet to discuss and address students’ needs and instructional outcomes.
By January 2016 teacher teams will have collaboratively:
· implemented at least 2 TCWRP reading and writing units
· developed one curriculum map per content area and grade level and designed a minimum of 2 modules/units and relevant lessons per map, and administered at least 2 performance-based assessments

- analyzed student work and identified students in need of additional support, intervention, and enrichments

By June 2016 teacher teams and CBO partners will have collaboratively:

- designed an additional 2 modules/units and relevant lessons per map and administered at least 2 other performance-based assessments

- assessed the impact of additional support, intervention, and enrichment

- analyzed students' achievement data from September to January

started the process of setting broad student goals per content area for the following school year

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	I
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	D
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>According to the 2015 AIR Assessment Supports and Structures Report, under Effective School Leadership, teachers cited receiving instructional support and coaching from assistant principals. Less than half of teachers reported being aware of the school leader’s vision and goals for the school (which included creating a more supportive learning environment), while the majority cited concerns for school leadership – specifically in the area of “better communication between the principal and teachers and what is expected of teachers,” and the timeliness of communications to prevent “learning about things the day before they are due”.</p> <p>According to the school’s 2015 Quality Review, “teachers have received professional development on the expectations of the Danielson Framework. However, teachers inconsistently incorporate these strategies into their lessons. Teachers’ assessment practices do not consistently reflect the use of checks for understanding to meet all students’ learning needs. With regard to communicating high expectations, based on the evaluation sheets and classroom visits, that component was either not completed or there was little follow-up to ensure that teachers are accountable to implementing the instructional practices.” In the 2015 AIR Assessment report, 57% of teachers reported setting high expectations for students, citing that “students did not meet them because of disengagement or lack of motivation”; and “every teacher’s expectation are different and totally up to them”. However, this does not align to the school leaders’ 2014-2015 Advance teacher observation reports, which rate the majority of teachers effective or highly effective in most areas, including student engagement.</p>		

The school struggles to implement a fully functional system to conduct targeted and frequent teacher observations and track progress of teacher practices based on student data and feedback. In the 2015 AIR Assessment report, teachers expressed the desire for leaderships' increased presence in their classrooms and more instructional feedback. Review of recent Advance data and observation reports indicate that although school leaders observe classroom instruction, there is inconsistency amongst the three administrators in how teachers' initial goals are set and documented; how often they are observed and by whom; how observation reports are written; how pre- and post- conversations are conducted; how teachers are provided feedback on poor practice; and how student data is utilized to substantiate teacher practice.

PRIORITY NEEDS:

- A protocol for articulating core beliefs and expectations about teaching and learning to the school community (students, teachers, families, community partnerships) that promotes the investment and consistent participation of all stakeholders.
- A plan for teacher professional development across grades and content areas. Alignment of instructional practices to the school's core beliefs, curricula, and Danielson's Framework for Teaching.
- Additional supervision and participation of the school principal in teacher team meetings, school partnerships, family interactions and classroom activities.
- Norming of observation and feedback practices amongst school administrators.

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Upon completion of the Renewal Program, the school will have established and articulated a clear instructional focus rooted in the academic achievement of students despite perceived barriers. School leadership will collaborate with instructional and student support staff, families, and CBO partners to design a vision and mission to be shared through frequent and transparent communications, structured implementation, follow-up and solicited input for refinement from all stakeholders. Under direction of the principal, CBO partners and community educators will participate in the needs assessment of the school and participate in common planning time and collaborative work sessions. Staff, families, and CBO partners will then together build a responsive system to identify students at-risk, implement preventative services, provide interventions and enrichments, conduct interim and post assessment of student development, and communicate with families. The model will be for CBO partners and community educators to provide one-to-one and small group support to students.

PS 149 will utilize and refine the implementation of evidence-based systems to professionally develop teachers and school leaders - specifically the Danielson Framework for Teaching and the Principal Practice Observation Tool used for

the Principal Performance Review. Amongst themselves, school leaders will norm and establish a shared understanding of expectations for teacher practice, develop a consistent and structured mode of feedback, and create a schedule for frequent classroom observations and debrief. Teacher observation data will be charted and frequently analyzed to determine areas of focus for professional development and additional coaching. To ensure that the school and individuals continue to improve, administrators, teachers, and CBO instructional partners will set and document initial goals in September, teach towards those goals, and identify areas of need for professional development. To achieve instructional coherence, the principal will design strategic and frequent collaborations between staff and educational consultants, coaches, and other professional development providers according to individual students, teachers, and school-wide needs.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

2015 – 2016 GOAL: By June 2016, school leaders will create and implement a professional development plan that builds teachers’ capacity to design coherent instruction and engage students, resulting in 50% of teachers improving in Danielson 1e (Designing Coherent Instruction) and 3c (Engaging Students).

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Weekly observation and feedback schedules will be created by school leaders to ensure all teachers are observed a minimum of 3 times monthly and provide timely and constructive feedback to teachers to improve pedagogy.</p>	<p>Teachers, guidance counselors, school psychologist, community educators</p>	<p>September 2015-June 2016</p>	<p>Principal and assistant principals</p>
<p>School leaders will meet with Talent Development Coach for professional development to norm and set best practices for observing teachers, citing lesson-specific evidence in observation reports, and shaping feedback to improve pedagogy.</p>	<p>Principal and assistant principals</p>	<p>September 2015-June 2016</p>	<p>Principal and assistant principals</p>

School leaders will meet with teachers to analyze student data and progress towards previously established goals for teacher practice and student performance.	Teachers, guidance counselors, school psychologist, community educators	September 2015-June 2016	Principal and assistant principals
School leaders will recommend adjustments in instruction for all learners (including ELLs and SWDs), and provide or identify opportunities for staff to receive targeted professional development.	Teachers, guidance counselors, school psychologist, community educators	September 2015-June 2016	Principal and assistant principals

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Salary for UFT Teacher Center lead teacher; salary for music, art, gym teacher to cluster students during common planning time; funding for Teachers College Reading Writing Project specialists; per session for planning and PD after regular hours; curriculum materials; Math Consultant; online collaboration system (Teacher Ease); technology											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> • By October 2015 , school leaders will hold initial planning conferences with all teachers, guidance counselor, school psychologist, and CBO partners to discuss the school-wide instructional vision, individual professional development goals, and student needs. • By January 2016 , school leaders will formally and informally observed all teachers at least 3-4 times, written at least 3 observation reports with lesson-specific evidence utilizing the Danielson Framework for Teaching, and prioritized 2-3 next steps for the improvement of teacher practice. • By March 2016 , school leaders will meet with teachers at least two times (Winter and Spring) to analyze student data and progress towards previously established goals for teacher practice and student performance. • By June 2016 , school leaders will have participated in year long, job-embedded professional development to norm and set best practices for observing teachers, citing lesson-specific evidence in observation reports, and shaping feedback to improve pedagogy.
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. 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), the American Institute of Research (AIR) Needs Assessment 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 leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	I
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources. 		
<p>School leaders will engage in regular communication with parent leaders including the 03M149 Parent Association Executive members, School Leadership parent members, and Title I parent representatives. School leaders will ensure that regular communication with family and community stakeholders fosters high expectations for student academic achievement. Frequent planning meetings will take place each month in preparation for Parent Teacher Association meetings, Title I parent meetings, and SLT meetings to promote dialogue and support parents have opportunities to participate in training and workshops that will support the understanding of school initiatives and instructional outcomes. During Open School Night held in September of 2016, school leaders will share their vision for school improvement, and achieving high expectations for students, and ways parents can support the school community in ensuring that those expectations are met. The school leader will ensure that weekly scheduled Parent Engagement sessions are used to share student progress and areas of need with parents. To address the foundational needs of the student population, our CBO funded an academic intervention program (I-Ready). The community school will support the PTA in an effort to arrange services that would best meet the needs of the student and family populations this school serves. Parent leaders will continue to be active participants on the SLT. Families will be welcomed into the building and will continue to be encouraged to attend workshops, ceremonies, and conferences via phone outreach, letters backpacked home, and flyers throughout the school building. Parents will take an active role in creating and enforcing school policies through conversations with the Parent Association to ensure that parents have a voice. School safety officers and staff will be supported with continuous training and through their contributions to policy and awareness of school culture 149 will be a welcoming environment.</p>		

The school provides support to families through on-going workshops during parent engagement as well as during morning meetings to support working parents' schedules. The school also supports the current CBO in their outreach to parents. Parents have been offered workshops around the common core learning standards, how to help children with homework, etc. Parents are also sent home a newsletter with pieces written by each teacher to inform them of the current/future units, trips, awards, and tips on how to boost their child's engagement in academia both at school and at home.

The school would engage the community and families through shared accountability based on mutually-agreed upon results and embracing of diversity. The school will create a Parent Committee comprised of parents, teachers, and members of the CBO to collaboratively engage the communities and families through workshops and events. The school would ensure that teachers are able to learn from families about the children being taught through the reflection of cultural diversity representative of the student body in unit and lesson plans. Families partner with the school and CBO through consistent and clear communication regarding student success and provided supports. The PTA will make provisions for a family space as necessary. The school will partner with the CBO to provide any necessary adult education courses or information to support families. The asset and needs assessment will dictate what the adult education needs are in the school community. At the beginning of the school year, O3M149 teachers and school leaders will ensure that parents have a clear understanding of student expectations which include the requirements for promotion. Parents can access this information through progress reports, parent-teacher conferences, and utilizing an automated system such as Teacher Ease and student planners.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

The community school will support the PTA in an effort to arrange services that would best meet the needs of the student and family populations this school serves. Parent needs will be determined through surveys and needs assessments. Parent leaders will be supported in their efforts to be active participants and sources of support to other parents through target workshops and training opportunities. Families will be welcomed into the building and will continue to be welcomed for workshops, ceremonies, and conferences. Parents will take an active role in creating and enforcing school policies through conversations with the Parent Association to ensure that parents have a voice. School safety officers and staff will be supported with continuous training and through their contributions to policy and awareness of school culture 149 will be a welcoming environment.

The school provides support to families through on-going workshops during parent engagement as well as during morning meetings to support working parents' schedules. The school also supports the current CBO in their outreach to parents. Parents have been offered workshops around the common core learning standards, how to help children with homework, etc. Parents are also sent home a newsletter with pieces written by each teacher to inform them of the current/future units, trips, awards, and tips on how to boost their child's engagement in academia both at school and at home.

The school would engage the community and families through shared accountability based on mutually-agreed upon results and embracing of diversity. The school will create a Parent Committee comprised of parents, teachers, and members of the CBO to collaboratively engage the communities and families through workshops and events. The school would ensure that teachers are able to learn from families about the children being taught through the reflection of cultural diversity representative of the student body in unit and lesson plans. Families partner with the school and CBO through consistent and clear communication regarding student success and provided supports. The PTA will make provisions for a family space as necessary. The school will partner with the CBO to provide any necessary adult education courses or information to support families. The asset and needs assessment will dictate what the adult education needs are in the school community. At the beginning of the school year, we will ensure that parents have a clear understanding of student expectations which include the requirements for promotion. Parents can access this information through progress reports, parent-teacher conferences, and utilizing an automated system such as Teacher Ease.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

2015 – 2016 GOAL: By June 2016, the school will engage 50% of the parents in one or more academic focused school programs including Parent-Teacher Conferences, Curriculum Night and/or TCRWP publishing parties.

Part 4 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Professional Development focusing on collaboration, parent communication, school climate and culture, reflection of student population in lessons, and use of online tools for grading</p>	<p>Teachers Safety Officers</p>	<p>September 2015 – June 2016</p>	<p>Principal; Assistant Principal</p>

Workshops to teach parents about online grade-book communication Teacher Ease	Parents of students in grades 3-8	September 2015 – June 2016	Principal; Assistant Principal
Ongoing meetings with CBO to express concerns of teachers and staff to ensure open communication and shared goals are maintained and pursued.	CBO	September 2015 – June 2016	Principal; Assistant Principal
Ongoing meetings with CBO to express concerns of parents to ensure open communication and shared goals are maintained and pursued.	CBO	September 2015 – June 2016	Principal; Assistant Principal

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Tax Levy and Title I SWP will serve as sources to fund Teacher Ease, an online gradebook that will serve to keep parents informed of student progress, as well as training in the use of Teacher Ease for both teachers and parents; meeting materials and general supports (videos, books; supplies).											
Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By September 2015, 80% of teachers will be trained on Teacher Ease;											
By November 2015 80% of students in grades 3-8 will receive a Teacher Ease progress report											
By February 2016 80% of parents will receive a Teacher Ease parent account and training on the use of Teacher Ease to monitor their child’s academic progress.											
Part 6b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.

By June 2016, NYSCLSI/UFT will implement an after school program in collaboration with 03M149 school leadership and Community Based Organizations to expand learning opportunities for 100% of 03M149 K-8 students by providing targeted academic intervention and enrichment programs that foster student learning.
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Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

Part 3 – ELT Program Description

Target Population: The ELT program for a Renewal School will be offered to all students in the school.
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Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

How will CBO staff and the school’s teachers be integrated to provide a seamless learning day?
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- | |
|---|
| <ul style="list-style-type: none"> • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • What new content areas and opportunities will be offered to students? • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff? • How will outreach be made to families? |
|---|

03M149 will partner with NYSCLSI/UFT to meet SED requirements for an ELT program by providing an expanded learning time curriculum that will include academic support in literacy and mathematics. NYS certified teachers will supervise the delivery of core academic instruction. Harlem Children’s Zone Peace Makers provide additional support
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working with students in small groups during instruction to review and reinforce class learning. The ELT session is divided into three components that allow students to receive targeted academic support and tutoring in the four core content areas-mathematics, English language arts, science, and social studies. Sojourner Truth School believes that completing homework assignments dramatically increases the power of classroom learning experiences. Research supports this belief: on standardized tests, students who regularly complete homework outperformed non-completers by 35%. Therefore, students will focus on completing homework assignments given during the instructional school day with the assistance of teaching staff in a structured and supportive learning environment. The positive benefits of ELT will include opportunities for students to reinforce what was taught in class, prepare for the next class meeting, learn how to take and manage responsibility for one's own learning, and evaluate their understanding of the work presented.

NYSCLSI/UFT will partner with CBOs to offer a range of activities designed to improve student academic outcomes as follows:

Harlem Children's Zone (HCZ)- Peacemakers, Student Advocates, and Literacy Specialists will partner with 03M149 classroom teachers and content specialists to provide academic and instructional support during the ELT program. HCZ Peacemakers, Student Advocates, and Literacy Specialists will work with students in small groups under the supervision of the classroom teacher.

Specific program components are described below:

· Core Instructional Delivery- NYS certified teachers will supervise the delivery of core academic instruction focused on extended time on task within mathematics, English language arts, science, and social studies.

- Assessment and Remediation- iReady Reading and Math diagnostic results assesses students' literacy and mathematics skills and provide educators with a detailed action plan and resources for differentiated instruction during ELT. iReady will provide students in grades K-8 with differentiated, computer-based remediation and acceleration for 60 minutes a week in mathematics and 45 minutes in literacy to target areas in need of improvement based on diagnostic results.
- Targeted Literacy Enrichment- Students will be provided with access to the Light Sail computer based book collection. Students will have access during the school day at home. Library collections include fiction and non-fiction titles matched to each student's instructional reading level. Light Sail will prompt students to select just-right texts. As students read, standards aligned questions will monitor student comprehension and adjust text complexity based on assessment performance. Both students and teachers will receive progress monitoring data.

Harlem Lacrosse and Leadership (HLL) - HLL coaches will provide targeted tutoring, academic guidance and mentoring during ELT to HLL student athletes. HLL will supplement ELT with individual tutoring sessions, push-in teaching and behavioral intervention for struggling students. HLL's mentoring events will build leadership skills and help students set new goals for their future, and connect students to communities of volunteers, student-athletes and educators. Students who enroll in the program receive academic tutoring, SSAT preparation, essay counseling, advising and school visits throughout the application process.

Professional Development- School-based ELT teachers as well as CBO educators will participate in professional development corresponding to the program component they will implement and specifically related to instructional practices designed to increase student achievement. Integrated professional development sessions will take during professional learning time scheduled for PD Mondays. Monthly professional learning sessions will be offered to CBO partners to ensure alignment with school academic initiatives and instructional focus. Weekly check-in and planning meetings will be scheduled with HCZ and HLL program directors and coordinators.

Family Communication- Family outreach will be coordinated through collaboration between the 03M149 Parent Coordinator and the NYCCLSI Community School Coordinator who will serve as the primary liaisons between families,

school community, and CBOs. Each CBO partner will be provided with a bulletin board near the main entrance to ensure community members have easy access to current program information during arrival and dismissal.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

03M149 school leadership and faculty, in collaboration with NYSCLSI/UFT, will implement and oversee the ELT Program. A full-time Community School Coordinator (CSC) will partner with 03M149’s school leadership and other CBOs to manage program logistics. In addition to the CSC, Expanded Learning Time program will be supported by an Expanded Learning Time Director (part-time) and an Education Specialist (full-time). The ELD will ensure the alignment of expanded learning and enrichment activities with the school day curriculum where applicable. The ES will collaborate with 03M149 leadership to design instructional programs that address students’ areas of academic need. In addition, the ES will support the ELD in aligning the ELT program with the school-day curriculum and ensure activities are research-based, engaging, and aligned to student needs and interests.

The Expanding Learning Time program will focus on academics immediately after the end of the regular school day. NYSCLSI/UFT and other CBO partners will provide support in other enrichment areas within the after school program.

ELT program impact on student achievement will be evaluated using multiple measures. Assessments will be administered in September 2015 to establish base-line student achievement measures in literacy, mathematics, and health. Assessments will be re-administered at the conclusion of each trimester to determine program effectiveness and inform the need for program adjustments to ensure a positive impact on student academic achievement.

Part 4b. Timeline for implementation and completion, including start and end dates.

The Expanded Learning Time program will begin September 09, 2015 and end June 24, 2015. 03M149 school leadership in collaboration with NYSCLSI/UFT and other CBO partners will review ELT program effectiveness at the conclusion of the school year and determine the likelihood of its continuance for the 2016-2017 school year.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

In order to effectively implement the ELT program, funding will be needed for NYS certified instructional staff, staff members and consultants with specific expertise in enrichment activities, NYC Common Core aligned instructional materials, and instructional materials and supplies to carry out ELT program activities.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, 03M149 school leadership will partner with NYSCLS/UFT and other service providers to conduct an analysis of student achievement data using September 2015 assessment data as base lined benchmarks to establish effectiveness of ELT program as measured by impact on student achievement at the mid-year point. School progress towards meeting benchmarks will be determined and used to inform needed program adjustments in the areas of literacy, mathematics, and health.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, 03M149 school leadership and NYSCLSI/UFT will implement a Community School Program (CSP) to facilitate partnerships between Community Based Organizations and the 03M149 school community to meet the needs of students, families, and community members through the sharing of resources and expertise. The CSP will use the Community Learning School model which includes the follow components:

Needs Assessment- identify the unique needs of students and families through a comprehensive needs assessment.

Community Schools Director- Community Schools Director (Resource Coordinator) will initiate, facilitate, and maintain programs and strategies that are aligned with the school's vision, as well as youth and community development goals. He/she develops, promotes resources to create optimal positive impact by enhancing community and individual assets, meeting critical human service needs, and promoting long term community solutions.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Students in grades PreK-8 will be targeted to receive health, safety, and social services support services as outlined below:

Vision Care Services - Students in grades K-8 will receive free vision care services through Helen Keller Institute. PS/MS 149 hopes to establish a relationship with the Edward S. Harkness Eye Institute or SUNY College of Optometry to provide timely vision care through vision screenings, examination, and diagnosis for students in grades PreK-3 at the school site.

Dental Screening and Preventive Care- All students will be provided with dental screening and preventive care through a collaboration with Smile New York Outreach, LLC. Smile Programs mission is to increase the quality of children's lives by providing preventative dental services to children. Licensed NY dentists and hygienists will provide a range of services such as dental exam, cleaning, fluoride treatment, x-rays and sealants, and primary care where applicable.

Vision Zero- Vision Zero is an action plan for ending traffic fatalities and injuries. Students will participate in workshops that consist of one community coordinator visiting each class in a school for one class period to talk about traffic safety. Topics will include pedestrian safety, child passenger safety and cyclist safety.

Ballet Tech Beginner Program- Ballet Tech's Beginner Program provides an introduction to ballet class. Classes introduce students to the fundamentals of ballet, including basic steps, ballet vocabulary, class structure, discipline, and appropriate dance attire (which Ballet Tech provides). Ballet Tech auditions children in hundreds of elementary schools throughout the city. At the audition, children are led through a simple series of movements such as plies and relevés, seated forward bends, and skipping. Ballet Tech's selector then determines who has the qualities necessary to begin ballet training. With cooperation from the Department of Education, children are released from their regularly scheduled classes one morning a week for six weeks. The DOE provides free transportation.

Literacy Inc.- The Literacy Inc. Reading Partner Program is a school-based program designed to benefit students in grades 2 and 5 through read-aloud fluency and discussion around key elements of text. The program runs 20 weeks and complements the Literacy Inc. Parent Engagement Program and reading Everywhere Celebrations to build a continuum of learning between school, home and community.

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

By July 2015 NYSCLSI/UFT will collaborate with 03M149 school leadership to hire a Community School Coordinator (CSC). The Community School Director will serve as a liaison between NYSCLSI/UFT service providers and 03M149 school leadership and be responsible for managing the development and coordination of CLS services. The CSC will leverage this aspect of the work to support the CLP in conducting assessments of the school's needs, leading community engagement activities, building relationships with potential partners, and managing program CLP logistics.

Community School Director Principal Activities

- Lead the school needs assessment and community assets identification process in support of the Community Learning Schools strategy.
- Engage the school community (administrators, teachers, non-teaching staff, parent coordinator, PTA, community members) to support student achievement, create goals, and align resources to Community Learning Schools to support goals.
- Work with the School Advisory Board to make decisions around building, managing and monitoring the effectiveness of program and service partners.
- Collect, analyze and use data to inform decision making and program evaluation.
- Facilitate communication and relationship-building with community partners, key stakeholders, and volunteers including participation in community groups and/or committees.
- Attend community-related events such as Community Education Council meetings, local police precinct community council meetings and community board monthly meetings.

- Provide oversight and coordination of services and programs for students, families and the community during and after the school day and throughout the year.
- Manage partnerships to ensure that ongoing programs are effective, seamlessly integrated into to the workings of the school and sustainable.
- Serve as key contact for programs and services, including the communication and coordination of activities.
- Maintain up-to-date records and required paperwork for all programs including agreements for all partners and programs.
- Participate in grant-seeking and other fund development activities.

Mental health programing will include the following program components:

On-site Mental Health Counseling- Partnership with Children Masters-level social worker candidates will offer 03M149 students and families individual and small group counseling as well as full-classroom interventions designed to assist children with overcoming severe and chronic stress and reduce school violence, suspensions, disciplinary referrals, and bullying while increasing student attendance and student on-task behavior.

Positive Behavior Support System- The Institute of Understanding Behavior /Positive Learning Collaborative will provide 03M149 faculty Cornell Therapeutic Crisis Intervention Training (CTIT) over the course of the 2015-2016 school year consisting of a 4-day intensive. PLC will support on-going workshops in identified priority areas in addition to support provided by a PLC Behavior Specialist liaison who will visit the school regularly and provide individual teachers with behavior and classroom management strategies aligned with CTIT.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

NYSCCLS/UFT in partnership with 03M149 leadership will implement the Community School program. The NYCCLS/UFT model establishes a Community School Program Planning Board to work collaboratively to oversee the program. The CSP Planning Board will include 03M149 school leadership members (principal, UFT Chapter Chair, PTA President, teachers, parent coordinator, and other key CBO representatives. The board will meet monthly.

In addition to the fulltime Community School Coordinator, a fulltime Education Specialist (ES) will provide additional instructional expertise and pedagogical support to assist with program implementation. The ES will collaborate with 03M149 leadership to design instructional programs that address students’ areas of academic need. In addition, the ES will support the ELD in aligning the ELT program with the school-day curriculum and ensure activities are research-based, engaging, and aligned to student needs and interests.

Several Community Based Organizations will serve as partners in the Expanded Learning Time program under the NYSCLSI/UFT umbrella.

Teacher Center UFT- The UFT Teacher Center is a comprehensive professional development program that promotes teacher excellence and academic achievement for all students. The UFT Teacher Center teacher leader will meet with staff members on a weekly basis to assist teachers to improve pedagogy that is informed by the Danielson Framework for Teaching and instructional shifts, aligned to the curricula, engaging, and meets the needs of all learners so that all

students produce meaningful work. Drawing on current research and best practices, the UFT Teacher Center's professional development activities for educators are designed to deepen content knowledge and enhance pedagogical skill. Activities range widely and include intensive in-classroom support, after-school study groups, citywide networks, conferences and seminars.

UFT Teacher Center is a collaboration of the United Federation of Teachers, the New York State Education Department, the New York City Department of Education, participating schools and districts, school support organizations and metropolitan area universities and cultural institutions.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

In order to effectively implement the Community School program, the following resources will be needed: Community School Director, Education Specialist, NYS certified instructional staff, staff members and consultants with specific expertise in enrichment activities, NYC Common Core aligned instructional materials, and instructional materials and supplies to carry out Community School program activities.

Part 3c. Timeline for implementation and completion, including start and end dates.

The Community School program will begin September 2015 and end June 2016. 03M149 school leadership in collaboration with NYSCLS/UFT and other CBO partners will review CS program effectiveness at the conclusion of the 2015-2016 school year and determine the likelihood of its continuance for the 2016-2017 school year.

Section 8: 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)	State assessments; Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance; IEP Recommendations - Family input	iReady, Lightsail, MyOn, building of academic and content area vocabulary, questioning and discussion	Leveled small group and one to one	During school day, ELT, and after school
Mathematics	State assessments; Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance; IEP Recommendations - Family input	iReady,, number talks, alignment of material with students reading level, academic and content areas vocabulary supports, and other instructional strategies depending on student need, such as sequencing steps for computation, manipulatives, visuals, etc.	Leveled small group and one to one	During school day, ELT, and after school
Science	Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance assessments; exit slips and conferring	Foss Science kits; hands-on activities; project based learning; alignment of material with students reading level, academic and content areas vocabulary supports, questioning and discussion	Leveled small group	During school day, ELT, and after school

Social Studies	Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance assessments; exit slips and conferring	Project based learning; hands-on activities; alignment of material with students reading level, academic and content areas vocabulary supports, questioning and discussion	Leveled small group	During school day, ELT, and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student academic performance and socio-emotional data; teacher recommendation, family request, SBST recommendation as per IEP	Individual student goals and strategies as per needs assessment	Small group and one to one	During school day

Section 9: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> · As a strategy for recruitment, school leaders and teachers will interview and screen candidates at NYCDOE teacher recruitment events; · School leaders and teachers on the hiring committee will utilize NYCDOE Teacher Finder on-line system to identify highly qualified candidates; · The Sojourner Truth School hiring committee will invite highly qualified candidates to participate in a rigorous interview process; · New teachers will be mentored by following New Teacher Mentor guidelines; · Professional development will be provided to support new teachers in utilizing CC curriculum and further develop and improve teaching strategies using the Danielson Framework.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> · The administrative cabinet, along with the professional development committee, 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.

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, 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 2015, 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 (RSCEP) 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	232,533.00	x	17,22,28,32,35,38
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	66,782.00	X	17, 22, 28, 32, 35, 38
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,610,512.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To 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/RSCEP.

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 149 Sojourner Truth]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 149 Sojourner Truth]** 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 149 Sojourner Truth] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS/ MS 149</u>	DBN: <u>03 M 149</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 three days per week for the duration of 24 weeks. Direct instruction to targeted ELL population will consist of two classes three 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 newcomers and our bottom third ELLs. One class will serve Entering level ELLs and taught by Ms. Lissete Roman. The other class will serve Emerging and Transitioning level ELLs and will be taught by Mr. Patrick Walsh. Ms. Roman's class will be held Tuesday and Wednesday from 2:40 pm until 3:40 pm Mr. Walsh's classes will be held on Tuesday, Wednesday and Thursday from 4:00pm till 5:00 pm. All programs will be delivered in English.

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 III 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. Mr. Walsh will be attending numerous PD's through the year provided by the DOE.

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 employs DOE Translation services. In addition to the DOE translation services PS 149 has made it a priority to make sure that, whenever possible, there is a staff member or parent volunteer available for translation purposes. PS 149 plans a bi monthly Saturday family cultural excursion in which ELL parents and children will visit a NYC

Part D: Parental Engagement Activities

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.
 -
 -
ESL Teacher Patrick Walsh will provide the service. Both a letter home from their children and a phone call will notify parents of these events.

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 supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>1800</u>	<u>journal notebooks, pens, pencils, disposable cameras, headphones, 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	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Claudia Aguirre	Assistant Principal Delouise Briggs
Coach Noelle Dunn	Coach type here
ENL (English as a New Language)/Bilingual Teacher Patrick Walsh	School Counselor Mayela Gaytan
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Issac Booker
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	257	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	14			9			4		4	0
Total	0	0	0	0	0	0	0	0	0	0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4	2	1	1	1	2	2	4					0
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic			1	2	1									0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2	1		2					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0		1				1							0
Emerging (Low Intermediate)		3	0	0		0	0							0
Transitioning (High Intermediate)		0				1	0	1						0
Expanding (Advanced)		2	1	1	1	0	1	3	1					0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	1	1			2							0

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

What is revealed by data patterns across proficiency levels on the LAB-R and NYSESLAT is that of 21 students on the NYSESLAT, 11 are performing on an Expanding level, 2 are performing on a Transitioning level, 3 are performing at a Emerging Level and 3 are performing on the Entering Level. What is revealed by data patterns across proficiency levels on the NYSETEL is that 4 students are performing at the Beginner. What is revealed by data patterns across proficiency levels on the NYSESLAT is that of 21 students tested, 16 scored strongest in modality of speaking followed by the modality of listening. Five students proved stronger in listening than in speaking.

The weakest modalities are, respectively, in reading and writing. All 21 students scored higher in reading than writing.

Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

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.

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

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

At 149 we evaluate the success of our program in a variety of ways: through formative and summative assessments, measuring growth against benchmark. In addition we assess writing samples, ELL Periodic Assessment exams, student attendance, parent attendance at school wide events and by comparing student progress from year to year and student performance from year to year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 and an interview with the student, a LAB-R exam may be administered and then assessed.

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

SIFE students are identified by their school records and by interviewing the parents.

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

Paste response to question here:

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

P

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
Parents are informed by both a letter and at the parent orientation.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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 Bilingual 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:

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
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 out parents via telephone and home visits to ensure the return of the parent survey and parent selection forms in a timely fashion.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school persists calling and writing to the parent until both forms are completed or returned. 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.

Paste response to question here:

9. Describe how your school ensures that placement parent notification letters are distributed.
The are mailed or distributed by hand to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All such documents are kept in a file by the ESL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
NYSESLAT tests are administered in the exact order and sequence found in the coordinators' guide. Upon arrival, the tests are secured in the principal's office until the day they are administered. The students are placed in groups according to their grades and a schedule is created according to the dates given in the coordinators' guide. The texts are then administered according to the modality schedule given by the NYSDOE. All security measures are strictly adhered to. In preparation for the NYSESLAT exam a team of proctors are assembled and professional development on the administration of the NYSESLAT is facilitated by the ESL teacher on the appropriate procedures for administration of the exam. The team consist of a kindegarten teachers who holds a extension bilingual license and two special education teachers. A schedule is created and rooms are identified for testing purposes. Before testing schedule begins all proctors are introduced to the students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and trasitional support notification letters are mailed or distributed by hand to the parent.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

a. Freestanding ENL program.

a) The organizational model followed at PS/MS 149 is a combination of Push-in and Pull out. The push in program is administered within the Expanding, and Transitory levels. range. For those students at the Entering 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.

Paste response to questions here:

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

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

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

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 Entering and Emerging students receive 360 minutes and all Transitioning advanced and Expanding receive 180 minutes weekly utilizing the pull out model as per CR Part 154.

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

The program models used at PS/MS 149 are a combination of Homegeneous (where proficiency levels are the same or similar and Heterogeneous [mixed proficiency levels]. We use an integrated model whereby ELA, ELS and NLA skills are incorporated throughout 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.

4. How do you ensure that ELLs are appropriately evaluated in their home 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 via daily writing samples and monthly essays.

6. e to question here:

6. How do you differentiate instruction for each of the following ELL subgroups?

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

We do not have any SIFE students as of this writing. However, the instructional plan would be that SIFE students would be exposed to extensive vocabulary as a method of building on the framework of their prior knowledge in order to strengthen them in the four modalities (listening, speaking, reading and writing).

Instructional Plan for new comers

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

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

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

Instructional Plan for ELLs of 4 to 6 Years of Service

ELLs who have received services from 4 to 6 years will be given the academic and ESL attention based on careful examination of their

NYSESLAT results and the information gathered from conferencing with their content teachers. There would likely be some areas

that have not been duly considered as points of concern whenever the instructional approaches are designed. It is the job of the ESL teacher to discern weaknesses and strengths and share such information with the content teachers. For instance, many ELLs tend to have particular difficulty in the area of math literacy. This would explain disappointing test scores on math exams which are heavy on word problems. Such information would need to be discussed with the teacher so that other methods or maybe even modifications could be employed in order to create an environment that would not be so daunting to an ELL student.

d. Instructional Plan for Long-Term ELLs (LTELLs)

Long-Term ELLs are a special segment of students. We recognize that somewhere along the line of their academic journey a critical area of their existence as a student was either omitted, passed over or not focused on. This academic space is

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

Instructional Plan for ELLs with Special Needs

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

Plan for Former ELLs: At PS/MS 149 the progress of former 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
Paste response to questions here:
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The 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: Paste response to question here:
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
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.

Chart

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

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

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

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



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

Chart

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

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

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

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

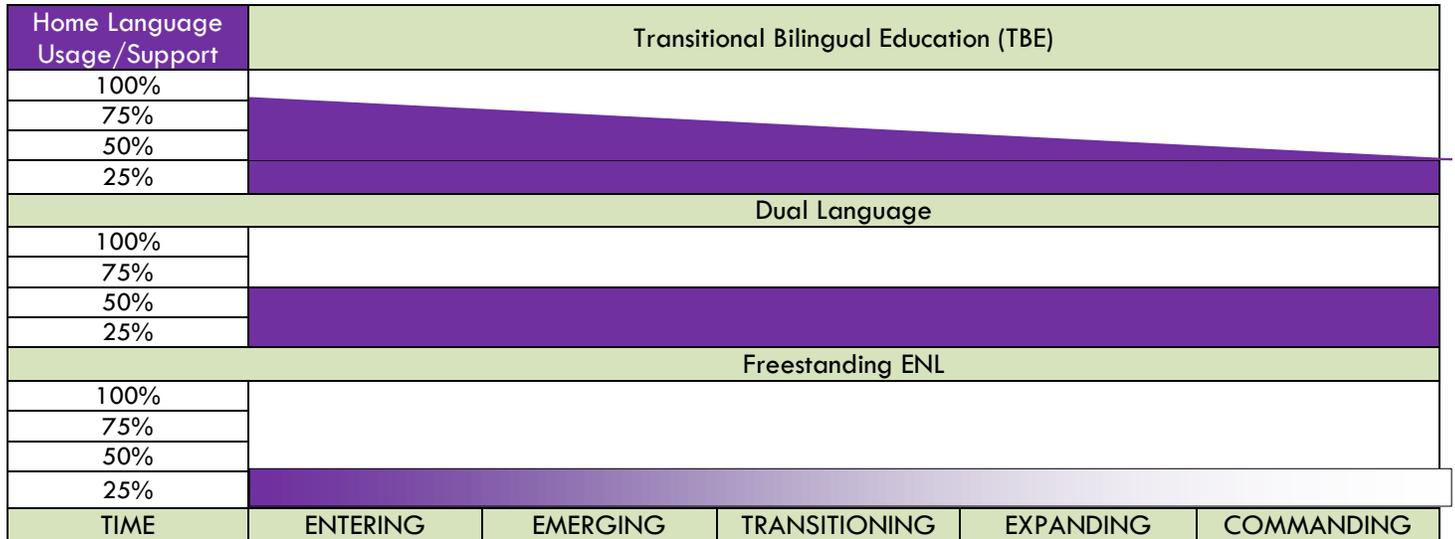


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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.
11. 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.
12. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here:
13. 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:
14. 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 i.e., the Harlem Children's Zone After school program, Harlem Lacrosse and Leadership.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- 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
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- 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: Paste response to question here:
17. Explain how the school ensures all required services/resources support and 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: Paste response to question here:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We identify student ambassadores who will participate in introducing the new students to school-wide community.

19. What language electives are offered to ELLs?

Students are offered French.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

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

.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. as well as the annual PD for the BESIS report.

Paste response to question here:

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

PS 149 partakes in as many of the Common Core based professional developments offered by the DOE as possible. PS 149 has recently installed an in house UFT Teacher Center which offered Common Core aligned professional development sessions for teachers of ELLs.

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

Paste response to question here:

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Paste response to question here:

C. Parental Involvement

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

Sojourner Truth School enjoys a relatively significant 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.

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

Sign-in sheets and notes taken by the teacher keep records of annual individual meetings with parents. In addition, the ESL teacher files records of all phone calls, personal meetings and letters.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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:

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
A Community Learning School, PS149 has selected the UFT as our CBO at the same time we retain our association with Harlem Children's Zone. The UFT is in the process of offering ESL classes to ELL parents as well as workshops on money management and nutrition.

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

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

How Parental Involvement Activities Address Parental Needs

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.

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

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.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Claudia Aguirre	Principal		1/1/01
Delousie Briggs	Assistant Principal		1/1/01
Issac Booker	Parent Coordinator		1/1/01
Patrick Walsh	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Noelle Dunn	Coach		1/1/01
	Coach		1/1/01
Mayela Gaytan	School Counselor		1/1/01
Ilene Altschul	Superintendent		b1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **bb** School Name: **Sojourner Truth**
Superintendent: **Ilene Altschul**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences of the parent community are ascertained via the Home Language Survey, Emergency Contact cards and the in person school orientation meeting.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages parents have preferred for both oral communication and written communication are Spanish and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PS 149 typically disseminates translated versions of newsletters, calendars, and parent-teacher conference announcements, after school program information, New York State testing dates, general overview of student curriculum, and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings happen four times a year at Parent –Teacher Conference and also on Curriculum Night. Informal interactions may occur during class trips when parents are able to chaperon or in informal phone calls or meetings.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 149 meets translation needs in several ways. In long and complex documents, PS149 sometimes employs the Translation and Interpretation Unit, as the most requested parental languages are French and Spanish. With smaller documents, PS 149 is fortunate to have many Spanish speakers on the staff as well as a licensed French teacher.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In the case of one to one conferences, PS 149 sometimes employs an over the phone interpreter from the Translation and Interpretation Unit, and at other times an in staff interpreter.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Parental notification requirements will be fulfilled by providing translated versions of The Bill of Parent Rights and Responsibilities in both Spanish and French, a sign near the primary entrance of the school in Spanish and French indicating the availability of translation services. A notation in the schools safety plan ensures parents are not prevented from reaching the school's administration offices solely due to language barriers.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Once a year PS 149 distributes a survey to parents on the quality and availability of service. The results of the survey dictate if an action should take place and what action it should be.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Once a year PS 149 distributes a survey to parents on the quality and availability of service. The results of the survey dictate if an action should take place and what action it should be.