2018-19
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN (RSCEP)

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

School Name: P.S. 149 SOJOURNER TRUTH

Principal: CLAUDIA AGUIRRE
Renewal School Comprehensive Educational Plan (RSCEP) Outline

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### Section 1: School Information Page

#### School Information

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<thead>
<tr>
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<td>Phone Number:</td>
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<tr>
<td>School Contact Person:</td>
<td>Claudia Aguirre</td>
<td>Email Address:</td>
<td><a href="mailto:CAguirr@schools.nyc.gov">CAguirr@schools.nyc.gov</a></td>
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<td>Ana Melissa Carrion</td>
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<td>Catharine Simler</td>
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<td>Parents’ Association President:</td>
<td>Tanisha Roberts</td>
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<td>SLT Chairperson:</td>
<td>Catharine Simler</td>
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<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Samantha Nelson</td>
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#### District Information

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<th>Ilene Altschul</th>
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<td>Superintendent’s Email Address:</td>
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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, New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, and Strong Schools, Strong Communities, including the following:
- Demonstrable Improvement Benchmarks: Demonstrable improvement benchmarks located in the 2018-19 RSCEP, in the Data and Accountability Snapshot page. Receivership benchmarks have been closely aligned with
the Renewal benchmarks so that schools will have one coherent set of improvement benchmarks to meet. All Receivership Benchmarks are a subset of Renewal Benchmarks. While the targets for these overlapping benchmarks are not always identical, the Receivership Benchmark targets are always equal to or lower that the Renewal Benchmarks targets. That means that any school that meets its Renewal Benchmarks targets have by definition also met its Receivership Benchmarks targets. For additional information on Receivership demonstrable improvement benchmarks go here.

- 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.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase 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 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 that align with the first five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<td><strong>Trust</strong>: 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.</td>
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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 NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

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 called the 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 current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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 the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the RSCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the RSCEP. For additional guidance on establishing a Title I Parent Committee click here.

**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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), 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 and Family Engagement Policy 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: Community Engagement Team and 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 and Family Engagement Policy 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.

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<td>Kristen Miller, UFT Chapter Leader</td>
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<td>Tanisha Roberts, PTA President</td>
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<td>Deston Jones</td>
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<td>Samantha Nelson, Parent</td>
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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 your school’s approach to family engagement and progress made with establishing families as partners in furthering student achievement.
5. Describe how your school is leveraging community school partnerships to support progress in elements of the Framework for Great Schools and indicate where 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 citizenship. In partnership with parents, families, and school community members, administrators, teachers, and students 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. Sojourner Truth School community assists students in achieving their potential by becoming critical thinkers, active problem-solvers, inquisitive readers, diligent researchers and effective writers.

Sojourner Truth School utilizes the workshop model in core content areas. The workshop model enables students to experience brief direct instruction from teachers and then receive varied levels of scaffolded support based on individual student needs. Small groups and 1-on-1 check-ins enable teachers to monitor student understanding and plan instructional next steps for specific students and whole class.

In school year 2017-2018, 03M149 had 230 students enrolled in elementary and middle school (Pre-K through 8th grade). 52% of students are male, 48% are female. Of these students, 60% are Black (African American or of African descent), 30% are Hispanic, 2% are American Indian or Alaskan Native, 2% are Asian, and 6% are Caucasian. Sojourner Truth School serves a high poverty community. Average attendance during 2017-2018 school year was 93.18%. 17% of the student population consists of English Language Learners with home languages of Spanish, French, Arabic, Wolof, and Bangladeshi. Students range from new speakers to proficient (entering through commanding). 03M149 does not currently have an SIFE students enrolled. Sojourner Truth School has a full-time ENL teacher on staff.

25% of the students are classified as having special needs. Of those 25%, 39% of students are in self-contained special education classes. The remaining 61% of students receiving special education services receive SETSS. Sojourner Truth School has 5 full-time special education staff members, 4 classroom teachers and 1 speech teacher.

Family and community engagement are essential components to Sojourner Truth School as it is a Community School. Monthly family workshops are hosted by the Community School Director and Parent Coordinator. 03M149’s partnership with NY Foundling provides families with counseling and workshops. Parents are invited to engage in their child’s academic life during performance, open houses, conferences, and monthly classroom events.

Of the Six Elements of the Framework for Great Schools, 03M149 is making 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 its attention. 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). The school continues to focus on strengthening family – community ties by seeking 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 incorporated the use of the iReady program into after school, pairing its use with instruction during the school day. 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. The HCZ Healthy Harlem program has provided instruction on proper nutrition, daily fitness, and a dance program for elementary and middle school students. In addition, other enrichment activities have included arts & crafts, chess, gymnastics, tennis, basketball, and drama (gr. K-8).

Harlem Lacrosse (HLL) is another school-based CBO, which works directly with middle school 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, Duke, 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 03M149 provides students with 5 additional hours of academic support each week. Harlem Children’s Zone staff provide additional support working with students in small groups during instruction to review and reinforce class learning. HLL staff provide additional academic tutoring. 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.

For the 2018-2019 school year, ELT will continue to incorporate the Math Mastery program for grades K-8 targeting foundational computational math skills aligned with CCLS. In grades K-5 students will engage in a teacher led read aloud to build fluency. ELT will also provide students with dedicated instructional time using the iReady program. Academic enrichments offered during ELT include coding, Lego Robotics, and Writopia. Other enrichment activities that are offered at Sojourner Truth School include GoSkate programs, Media arts programs, National Dance Institute classes, and Young People’s Choir.
School Demographics and Accountability Snapshot for 03M149

School Configuration (2018-19)

Grade Configuration: PK,0K,01,02,03,04, 05,06,07,08
Total Enrollment (2017-18): 235
SIG Recipient (Y/N): No

Transition bilingual
Dual Language
Self-Contained English as a Second Language

Engish Language Learner Programs (2018-19): N/A

Special Education Programs/Number of Students (2015-16)

# Special Classes (ELA): 45
# SETSS (ELA): 36
# Integrated Collaborative Teaching (ELA): 6

# Special Classes (Math): 44
# SETSS (Math): 33
# Integrated Collaborative Teaching (Math): 5

Types and Number of Special Classes (2018-19)

# Visual Arts: 6
# Music: 7
# Drama: 15
# Foreign Language: N/A
# Dance: N/A
# CTE: N/A

School Composition (2017-18)

% Title I Population: 99.0%
% Attendance Rate: 92.5%
% Free Lunch: 98.2%
% Limited English Proficient: 15.3%
% Black or African American: 2.1%
% Asian or Native Hawaiian/Pacific Islander: 2.1%
% Multi-Racial: 5.1%

Racial/Ethnic Origin (2017-18)

% White: N/A
% Hispanic or Latino: N/A
% American Indian or Alaska Native: N/A
% Limited English Proficient: N/A

Student Performance for Elementary and Middle Schools (2017-18)

ELA Performance at levels 3 & 4: 20.6%
Mathematics Performance at levels 3 & 4: 7.7%
Science Performance at levels 3 & 4 (4th Grade): 50%
Science Performance at levels 3 & 4 (8th Grade): 14%

Student Performance for High Schools (2016-17)

ELA Performance at levels 3 & 4: N/A
Mathematics Performance at levels 3 & 4: N/A
Global History Performance at levels 3 & 4: N/A
US History Performance at Levels 3 & 4: N/A
4 Year Graduation Rate: N/A
6 Year Graduation Rate (2011 Cohort): N/A
Regents Diploma w/ Advanced Designation: N/A

Overall NYSED Accountability Status (2018-19)

Reward: No Recognition
In Good Standing: No Local Assistance Plan
Focus District: Yes Focus School Identified by a Focus District
Priority School: No Focus Subgroups

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

Elementary/Middle School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

Met Adequate Yearly Progress (AYP) in Science (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

High School

Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
American Indian or Alaska Native: N/A
Hispanic or Latino: N/A
White: N/A
Students with Disabilities: N/A
Economically Disadvantaged: NO

2018-19 RSCEP-R 15
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

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenet 3 Statement of Practice</strong></td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td><strong>SOP(s)</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School's strengths include:

- The principal has introduced a set of high academic expectations to the staff aligned to the Danielson Framework for Teaching.
- Teacher teams and school leadership established a culture for learning that communicates high expectations to students.

**Curriculum**

The school leaders and faculty ensure that curricula are aligned to the Common Core Learning Standards and the instructional shifts. Curricula and tasks emphasize rigorous habits. Curriculum components include: Bridges in Mathematics Curriculum, K-8 Expeditionary Learning Curriculum, Math Solutions Math Consultant, weekly grade band or content area meetings, departmentalized grades 4 and grades 5; 3-8 science and social studies content specialists, mathematics small class size reduction in grades 6-8, K-8 instructional pacing calendars, dedicated instructional time to social studies and science in elementary school.
Teacher Development

Professional learning opportunities support faculty members in meeting the high expectations set so that teachers are accountable for student progress and students are prepared for the next level. 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.

Instructional Coaches- A Literacy Coach will support teachers of ELA and SS in curriculum planning, assessment development, and student progress monitoring. An IEP teacher will support teachers of Special Education and reading intervention development and implementation.

Math Solutions- The Math Solutions Consultant supported teachers during a content development session which focused on drawing visual representations of student thinking using box diagramming (part/whole understanding) and revising through the CRA model of instruction; classroom coaching sessions focused on both the teacher and consultant doing a content related classroom routine together or consultant model (school decision) to engage students into mathematical reasoning and precise mathematical talk. Each teacher will complete a self-monitoring professional growth implementation rubric with personal next steps for growth.

Instructional Practices

Purposeful instructional decisions have built instructional coherence to benefit all students, and tasks emphasize more rigorous habits and higher order skills across grades and subjects.

In order to deepen student learning and increase rigor in curricula and tasks, teachers focus on a progression of skills from basic to advanced levels, such as synthesizing two points of view, or for fourth and fifth grade students, to consider the different ways characters react to events.

The implementation of vertical teacher teams fostered greater collaboration. Teachers met with the Instructional Coaches in partnerships to develop planning skills; learn to modify the curriculum to meet student needs; and improve upon instructional practices.

All students received weekly progress reports that provided them with ongoing access to their grades and data to inform their goal setting. This level of information also supports students with preparing for student-led conferences with their teacher and family member, during which they followed a script that included explanations for highest and lowest grades, how to improve study habits, and goals for the upcoming trimester. As part of this process, teachers were provided with guidance to support their role in monitoring success and resolving academic difficulties. For the meeting, parents were provided with a checklist to serve as a guide and they received a folder that includes academic alerts, flyers, progress reports, and the school calendar.

The principal has created an instructional calendar to serve as a tool for planning that makes transparent what is to be taught from grade to grade and across content areas. Teachers use this calendar to communicate with each other and to plan across grades and departments. Teachers also design curricula maps aligned to the calendar, and place emphasis on where students are and what they learned previously.

The majority of teachers engage in structured professional collaborations that promote the school’s focus on instructional coherence. Teacher teams analyze assessment data and student work for students they share. The principal has made key decisions to ensure that all teacher teams meet regularly to look at student work using the Teachers College writing rubric and to review assessment data. The principal provides additional periods for common planning time and has paired middle school and elementary teachers for team-teaching partnerships in order to promote instructional coherence. The purpose of these pairings is to offer extended professional learning and
collaboration, and to provide elementary teachers with access to upper grade content to strengthen instructional cohesion.

Several support structures are in place to inform students of their progress toward reading and writing goals as a result of all teachers tracking their progress. For example, students meet with their teachers to discuss their running records’ accomplishments. This supports teachers with creating students groups based on reading level.

Additionally, teachers have created a student-friendly grade book tracker that indicates how students are progressing in reading workshop, writing workshop, math, science, and social studies.

According to the 2015-2016 Quality Review, superintendent recommendations, feedback from the Office of School Renewal, and school self-assessment, 03M149 needs the following to sustain students’ academic progress:

Literacy Instructional Coach, IEP Teacher, TeacherEase Online Gradebook.

Literacy Instructional Coach: Teachers will be supported in whole class, direct and explicit instruction via strategy demonstrations. Teachers will be supported with creating classroom environments conducive to student support and collaboration.

IEP Teacher/Special Education Support: The IEP Teacher will provide support to teachers of Special Education and reading intervention development in order to enhance teacher practice and student outcomes.

TeacherEase Online Gradebook: All students receive weekly progress reports that provide them with ongoing access to their grades and data to inform their goal setting. This level of information also supports students with preparing for student-led conferences with their teacher and family member. As part of this process, teachers are provided with guidance to support their role in monitoring success and resolving academic difficulties.

- 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 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 within each grade and from grade to grade so as to appropriately implement curriculum and continue to develop a coherent, school-wide instructional focus.

For Literacy, 03M149 has chosen Expeditionary Learning for grades K-8. For Math, Bridges in Mathematics (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.
What is your school’s instructional focus? What is your vision for promoting the instructional focus consistently across classrooms?

**CURRICULA, SCAFFOLDS, PROGRAMS, INSTRUCTIONAL SHIFTS:** 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 (Expeditionary Learning, Bridges to Mathematics, and teacher adapted materials from EngageNY Math curriculum); small group and supplementary instruction through Expanded Learning Time; and behavioral supports through individual, small group and family counseling. Teachers will fully adopt the NYCDOE Social Studies Scope and Sequence; ELA (Expeditionary Learning), Math (K – 5 Bridges to Mathematics; 6 – 8 EngageNY), and NYC DOE Science Scope and Sequence.

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 workshop model, usage and maintenance of classroom libraries, math centers, and science kits and a science.

Based on student performance outcomes, M149 will continue to prioritize mathematics and English Language Arts instruction while ensuring students have access to grade level instruction with SS and science.

**CONSISTENCY:** To ensure instructional coherence between core instructional time and the expanded day, instructional specialists will support cross-functional teacher teams across grade bands and content areas. Together with teachers, he/she will collaboratively map curriculum, lessons, and student activities. To ensure coherence in discipline and academic behavior, 03M149 and CBO partners will collaboratively develop a set of expectations and supports for responding to students’ socio-emotional needs.

What is your vision for the implementation of CCLS-aligned curricula that meets the needs of your diverse learners, personally, academically, and culturally?

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 (Expeditionary Learning, Bridges in Mathematics, and teacher adapted materials from EngageNY Math curriculum); small group and supplementary instruction through Expanded Learning Time; and behavioral supports through individual, small group and family counseling.

Teachers will fully adopt the NYCDOE Passport to Social Studies and integrate field trips to enhance instructional content and provide students with learning experiences at historical settings that foster academically focused shared social experience to enhance interest and engagement. Economically disadvantaged students will be given the opportunity to gain exposure to historical important sites and access to learning experiences that may not otherwise be available to them.

ELA teachers will launch Year 1 of the Expeditionary Learning curriculum in order to foster a thematic and novel based approach to ELA instruction that is aligned more closely to the Book Club guided reading model utilized by 03M149. Teachers of mathematics in Grades K-5 will begin Year 2 of the Bridges in Mathematics curriculum. Mathematics teachers of grades 6 – 8 will continue to use teacher created curriculum informed by EngageNY mathematics resources. 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.

Book Clubs will be implemented in grades 3-8. Clubs will meet 3 times a week for a full instructional period. Groups will be organized into gender specific student groups within reading level bands across grade levels. Book clubs will provide at-risk students will small group instruction focused on their specific reading needs with the goal of acceleration reading fluency, comprehension while fostering a love of reading. As well as enable accelerated readers to engage with higher level texts and discussions.

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 and HLL CBO staff. All students will participate in the tiered Math Mastery program. Depending on assessment outcomes, students in K-8 will participate in small group academic tutoring sessions utilizing structured literacy and STEM programs, technology, or extracurriculars to supplement core learning. Students in grades K-5 will continue to use iReady during ELT.

What is your vision for diverse program offerings that allow students to develop skills, habits, and behaviors to be career and college ready? How are instructional shifts embedded in this vision?

This year, PS 149 will offer students (including ELLs, SWDs, students below grade level) a number of support services to develop skills, habits, behaviors including AIS, targeted small group instruction in mathematics, iReady for math and reading support, an advisory program that helps students with goal setting and personal progress monitoring, Harlem Children’s Zone and Harlem Lacrosse college visits; Rising Leaders program that brings in professionals to mentor students.

What do you envision the delivery of instruction to look like so that all students are set up for success?

PEDAGOGICAL PRACTICE, CLASSROOM ENVIRONMENT:
School leaders will develop, implement and evaluate curricula to ensure rigor and alignment to CCLS. The school leader will support instructional coaches and teachers in using effective instructional strategies to meet students diverse learning needs.

With the support of school based Literacy Coach and instructional specialists, 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.

All teachers of Grades 3-8 will participate in Book Clubs, creating a cohesive guided reading program throughout all classrooms. Book Clubs will include unit plans for each book read, daily lesson plans, end of unit projects, and reading level assessments.

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.).

How do you envision teachers using multiple entry points to ensure the success of every child?

**MULTIPLE ENTRY POINTS:** 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. K-5 teachers will implement the math curriculum, Bridges in Mathematics. Teachers at the middle school level will implement Year TWO of Algebra for All in keeping the Chancellor’s vision. These new curriculum will provide access to mathematics that increases student engagement and ensures readiness for high school and college mathematics. There will be an increased focus on problem solving and discourse. Literacy Coach will facilitate the implementation of Book Clubs to further develop teacher pedagogy in the teaching of reading to struggling students and increase opportunities for students to received differentiated instruction regardless of grade level.

**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 and HLL 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 engage with iReady, Math Mastery, and homework recovery.

What is your vision for the use of a comprehensive assessment strategy (diagnostic, formative, benchmark, and summative) to drive curricular, instructional, and organizational decisions that impact student outcomes?

**ASSESSMENT:** The school will determine every student’s baseline math and literacy level in the beginning of the school year through the use of iReady assessments and reading level assessments 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.

Please indicate below the specific assessments that you are implementing and their purpose for each grade.
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Type (diagnostic, formative, benchmark, summative)</th>
<th>Grades Implemented</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>iReady</td>
<td>Diagnostic, Benchmark, Formative, Summative</td>
<td>K-8</td>
<td>To measure student progress in math and reading</td>
</tr>
<tr>
<td>NYC Performance Assessments</td>
<td>Formative</td>
<td>K-8</td>
<td>To gauge student performance in each of the subject areas</td>
</tr>
<tr>
<td>Leveled Reading Assessments</td>
<td>Formative, Summative</td>
<td>3-8</td>
<td>To determine students reading level</td>
</tr>
<tr>
<td>Teacher's College Reading Assessments</td>
<td>Formative, Summative</td>
<td>K-5</td>
<td>To determine students reading level</td>
</tr>
</tbody>
</table>

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**2018-2019 Goal:** By June 2019, at least 75% of all students in grades 3-8 will demonstrate at least one year’s growth in reading levels, as measured by the May 2019 Teachers College Reading and Writing Project Running Record, as compared to the September 2018 baseline TCRWP reading assessment.

**Please answer the following Question as it relates to meeting your Rigorous Instruction Annual Goal:**

Which Renewal benchmarks do you expect will improve by meeting your Rigorous Instruction Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework: Collaborative Teachers</td>
</tr>
<tr>
<td>Average ELA Proficiency Rating</td>
</tr>
</tbody>
</table>
## Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) <em>Who will be targeted?</em></th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline <em>What is the start and end date?</em></th>
<th>Key Personnel <em>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</em></th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
</table>
| COMMON PLANNING TIME:  
· 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.  
Provide professional development for effective meeting practice, including agendas, protocols, clear outcomes and next steps for each meeting.  
· 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.  
During this time, teachers will: | PreK-8 Teachers, paraprofessionals, ELA & Math Proficiency Framework for Collaborative Teachers | September 2018 – June 2019; weekly meeting with Grade Level Team and Department Teams (K-2; 3-5; 6-8; ELA, SS, Math, & Science) | Principal, Assistant Principal, Literacy Coach | School Leadership Team Weekly Check In to review teacher team meeting agendas, minutes and artifacts. PD Agendas and sign-in sheets Instructional PD Plan MOT Observation reports indicators of instructional strategy implementation within the classroom. |
- plan for instruction
- 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

<table>
<thead>
<tr>
<th>CURRICULUM IMPLEMENTATION:</th>
<th>PreK-8 Teachers, paraprofessionals, CBO instructional partners</th>
<th>ELA &amp; Math Proficiency</th>
<th>September 2018 – June 2019; weekly check-in with Grade Level Team and Department Teams</th>
<th>Principal, Assistant Principal, Instructional Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 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.</td>
<td>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).</td>
<td></td>
<td>Unit Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instructional Curriculum Maps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lesson plan review to assess level of differentiation for ELLs and SWD.</td>
<td></td>
</tr>
</tbody>
</table>
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.

As teachers implement the curriculum, teachers will:

- 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.

**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' monthly achievement data (grade book, student work, F&P, state tests, other assessments).

- Provide professional development for effective assessment practices, including protocols for analyzing student work, clear outcomes for student performance, and individual student goals per content area.

- 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.

<table>
<thead>
<tr>
<th>PreK-8 Teachers, paraprofessionals, CBO instructional partners</th>
<th>ELA Proficiency Rating</th>
<th>September 2018 – June 2019</th>
<th>Principal, Assistant Principal, Literacy Coach</th>
<th>Reading Level Tracker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Club:</td>
<td></td>
<td>Sept 2018, Nov 2018, Jan 2019, Feb 2019, April 2019, May 2019</td>
<td></td>
<td>Increase in students GPA and pass rate in core content areas</td>
</tr>
<tr>
<td>iReady:</td>
<td>Sept 2018, January 2019, May 2019</td>
<td></td>
<td></td>
<td>Book Club reading level assessment item analysis</td>
</tr>
<tr>
<td>Student Assessments:</td>
<td>Nov. 2018, March 2019, June 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As teachers assess students, they will:

- 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 discuss high impact ways to communicate assessment results and student process to families.

- Identify at-risk students and track progress over a unit. Conduct interventions for specified students.

**FAMILY ENGAGEMENT:**

- 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

| PreK-8 Teachers, paraprofessionals, CBO instructional partners | ELA Proficiency | September 2018 – June 2019 | Principal, Assistant Principal, Parent Coordinator | Attendance at Parent Workshops | Parent Feedback Forms | Increase in number of |
in order to support their children at home.

- Administrators, teachers, CBO partners will invite families into the school to participate in and experience the learning activities their children engage in during the school day.

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.

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will receive weekly progress reports for students in grades K-8 with current student grades and missing work. Progress reports will help ensure student accountability and communication with families. 03M149 will host monthly Academic Showcases to highlight rigorous work being done in classrooms and enable parents to engage with their child in an academic setting.

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, lead CBO’s community school budget, etc.

RESOURCES:
● 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

● Replacement or supplemental curriculum components (workbooks; teachers’ guides; student consumables; kits; textbooks; student novels; 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. |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Tax Levy | Title I SWP | Title I TA | P/F Set-aside | 21st Century | C4E |
| Title I 1003(a) | Title III | PTA Funded | SIG Grant | School Achievement Funding | 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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2019, at least 40% of students in grades K-8 will demonstrate at least 1 year’s growth in reading levels, as measured by the mid year January 2019 Teacher’s College Running Record reading assessment, compared to the fall 2018 baseline Teacher’s College Running Recording reading assessment.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

A collaborative review of curriculum maps, lessons, and student data by the administration and coaches using a structured protocol. At the conclusion of the Unit of Study, grade level teachers under the guidance of the coach, will use complete an item analysis looking at student performance outcomes, provide feedback, identify next steps in instruction for students who met benchmarks, and re-teaching needs to support students not meeting benchmarks. Students portfolio work outcomes will be cross referenced with iReady students performance data to ensure mastery.

**Part 6c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>[ ]</td>
</tr>
<tr>
<td>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.</td>
<td>[X]</td>
</tr>
<tr>
<td>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.</td>
<td>[ ]</td>
</tr>
<tr>
<td>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.</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What policies, practices, and structures are in place to ensure you are supporting the whole child?
5. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

School Practice Reflection:

During the 2017-2018 school year, 03M149 maintained several initiatives in response to 2015-2016 priority needs including our partnership with Harlem Children’s Zone, New York Foundling on call psychologist, Harlem Lacrosse (HLL), the Leadership Program, Rising Leaders, Young People’s Choir (YPC), Alvin Ailey Kids Dance, Go Sports, Professional Learning Collaborative Therapeutic Crisis Intervention, as well as the hiring of a Community Associates and implementation of a school wide Advisory Program.

HCZ provided in-classroom assistance during instructional time to support students on task behavior and provide conflict resolution. HCZ also provides support during Extended Learning Time.

The New York Foundling psychologist provided at-risk counseling and emergency de-escalation and intervention to 10-15 students.

Harlem Lacrosse Program provided the opportunity for middle school students to join an intramural lacrosse team. HLL supported 03M149 middle school community in establishing structures to create a safe environment conducive to
learning. Structures included academic support during lunch time study hall and academic and behavior expectations students must meet to earn eligibility to participate in games and practices.

Young People's Choir (YPC) provided students in grades 3-8 with weekly choir instruction in variety of musical genres. Participation in this program supported students in the development of self-discipline and positive self esteem while learning to read sheet music and follow the direction of musical director.

Alvin Ailey Dance Kids delivered dance instruction to students in grades 1- grade 8. Teacher artists provided rigorous dance instruction weekly while integrating music history into lessons. Participation in the program served as motivation for students were improve their attendance and reduce negative behavior to earn the opportunity to participate in the weekly program.

The Leadership Program is a CBO youth development and professional learning organization working with staff once per month to build professional relationship and a supportive collegial culture.

The Rising Leaders Mentor Program is a New York City area program which recruits and deploys Ivy league alumni of color to New York City schools to serve as peer mentors and college and career coaching to students in grade 5-8. Four full day Saturday workshops are provided throughout the course of the year.

PRIORITY NEEDS

For the 2018-2019 school year, the priority needs for the school include:

COHESIVE SOCIAL-EMOTIONAL CURRICULUM: In grades K-8 students will participate in age appropriate social-emotional curriculum. Grades Pre-K - 2 will continue to participate in the Harmonize program. Students in Grades 3-8 will continue to engage in a school based Advisory program that fosters social-emotional development. 03M149 will continue to implement the REACH program in Grades K-8 to build school cohesion and emphasize traits that encourage academic and personal growth.

ADDITIONAL SCHOOL SUPPORT PERSONNEL: A Middle School Community Associate to support grade 6-8 students and their families. The Community Associate will coordinate contact with parents and the school community to elicit their support and participation in school and community activities, musical productions related to student social emotional growth.

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.

- In school satellite mental health clinic will be on-site to provide support all students and families.

Part 2 – Summative Vision for Supportive Environment
What is your vision for a supportive school environment? How will you in partnership with each CBO and families enact your vision?

03M149 is 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. Through an effective relationship with and between Community Based Organization (CBO) partners (Harlem Children’s Zone, Harlem Lacrosse, and other services), 03M149 offers 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.

The school based Parent Coordinator surveys families and creates a parent support workshop action plan to address the interests, needs, and concerns of our families based on survey outcomes.

The school guidance counselor, psychologist, social worker, School Based Support Team (SBST), and CBO partners collaborate to provide one-to-one and small group support to students. Counseling, emotional support, and guidance of students begin with an assessment and understanding of students’ academic and socio-emotional needs through review of performance data, IEPs, staff observations and anecdotal, and regular conferring with families. Staff, families, and CBO partners, 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 anecdotal, 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 93% in 2017-2018 school year, an improvement from 91% in 2016-2017. 03M149's attendance will continue to improve through the strategic engagement of families, appropriate outreach to chronic absentees, and refinement of instruction and socio-emotional support to meet students’ needs.

Who are your CBO partners? How will each CBO sustain and support the social-emotional and academic growth of your students?

<table>
<thead>
<tr>
<th>CBO Partner</th>
<th>CBO Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harlem Children’s Zone</td>
<td>Academic enrichment during day and after school,</td>
</tr>
<tr>
<td>Harlem Lacrosse</td>
<td>Academic tutoring, lacrosse girls and boys team, social emotional support</td>
</tr>
</tbody>
</table>

How will you in partnership with your CBO will create a supportive environment and engagement for your students’ families?

CBO partners (Harlem Children’s Zone, Harlem Lacrosse) will support and collaborate with families, teachers, administrators, and socioemotional 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 socioemotional 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.

Enrichment activities, including chess, horticulture, soccer, and inline skating. Family engagement includes family activities, such as game nights and karaoke, to engage parents and help them get more involved in the education
process. During the summer, HCZ runs a free all-day summer camp to keep kids safe, engaged, and on track. Above all, HCZ supports school wide coherence to support and guide students on their academic journey.

Harlem Lacrosse (HLL) will support students in the development of discipline, work ethic and leadership skills. HLL will utilize the team concept as a means of inspiring institutional pride and cohesion among students. For students who have demonstrated unruly behavior in the classroom, lacrosse helps to instill discipline and respect. The presence of a full-time lacrosse coach, academic tutor and mentor reinforces the notion that lessons learned in lacrosse are applicable throughout the school day. HLL is school-based, which allows our staff to work 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.

PS 149 promotes 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 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 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.

**Part 3 – Annual Goal**

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

**2018-2019 Goal:** By June 2019, as a result of school-wide efforts in implementing effective social emotional supports for all students, there will be a 15% average class increase in positive classroom behavior, as evidenced by REACH points from Trimester 1 to Trimester 3.

**Please answer the following Question as it relates to meeting your Supportive Environment Annual Goal:**

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Supportive Environment Annual Goal?

<table>
<thead>
<tr>
<th>List of Renewal Benchmarks expected to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency</td>
</tr>
<tr>
<td>Math Proficiency</td>
</tr>
<tr>
<td>Attendance Rate</td>
</tr>
</tbody>
</table>

2018-19 RSCEP-R 34
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisis Intervention Team will conduct a needs assessment of the school, with a focus on staff learning needs regarding PBIS (REACH) implementation</td>
<td>All teachers, administrators, parent coordinator</td>
<td>Attendance Rate ELA Proficiency Math Proficiency</td>
<td>September 2018 Dec 2018 March 2019 May 2019</td>
<td>School administrators, CBO Resource Coordinator, NYFoundling, Guidance Counselors</td>
<td>Needs Assessments and subsequent assessments on student socio-emotional progress.</td>
</tr>
<tr>
<td>Staff cohorts (including teachers, paraprofessionals, administrators, guidance counselor, parent coordinator, HCZ staff) will participate in professional development sessions (i.e. Advisory, Restorative Circle Practices, Harmonize) and other content/role specific professional development sessions throughout the year. With the help of the PLC coach, staff</td>
<td>Teachers, administrators, guidance counselor, parent coordinator, psychologist, CBO partners</td>
<td>Attendance Rate ELA Proficiency Math Proficiency</td>
<td>September 2018 Dec 2018 March 2019 May 2019</td>
<td>School administrators, CBO Resource Coordinator, PLC Coach</td>
<td>School staff, CBO partners and the PLC coach will develop, conduct, and analyze interim surveys to assess implementation and areas of improvement.</td>
</tr>
</tbody>
</table>
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, and analyze interim surveys to assess implementation and areas of improvement.

| The school will develop a protocol to engage stakeholders in discussions about their children’s socio-emotional and behavioral development, utilizing the practices learned in Positive Learning Collaborative sessions. | Teachers, administrators, guidance counselor, parent coordinator, psychologist, CBO partners | Attendance Rate ELA Proficiency Math Proficiency | September 2018 | School administrators, Counselors | Daily tracking of classroom behavior charts and monthly tracking of progress reports and analysis. |

### 4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents and families of elementary school students will be invited to monthly "Family Friday" events in which they can engage in their child's academic learning in the classroom to gain a deeper understanding of the curriculum and the social emotional needs of their child. The Parent Coordinator will host a monthly workshops to support family engagement in the academic lives of students. The Community School Director will host a Community School Forum to engage the community in the 03M149 community. The Community School Director will also host monthly parent workshops.

### 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.

- CBO partnerships, PLC professional development resources; collaborative learning time for staff; per diem; per session
  - Harmonize CBO contract (4 classes X 40 weeks) grades PreK- 2nd grade
- Advisory Program (Leader in Me textbooks and workbooks for Grades 3-8)
- Guidance Counselor Per Session (2 hours × 40 Weeks for Advisory Program Planning)
- Leader in Me Professional Learning

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By March 2019, 60% of classroom school teachers and 30% staff (paraprofessionals, guidance counselor, school psychologist, CBO partners) will have participated in implementation of the REACH program. By March 2019 (end of Trimester 2), there will be a 10% increase in positive classroom behaviors as measured by class REACH logs.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Sojourner Truth School REACH logs, behavior assessment trackers, will be collected at the end of each week.

**Part 6c.** In February 2019, 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 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

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td>x</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>x</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Sojourner Truth School works to foster a supportive environment for all students by establishing a school culture that ensures all students feel safe and academically challenged. Teachers at Sojourner Truth work collaboratively to plan across grade levels in vertical teacher teams. Sojourner Truth has departmentalized grades 4-8, allowing for collaboration and cohesion across content areas.

During the 2017-2018 school year, teachers led professional development sessions around content and strategies in order to promote effective classroom instruction across the school. Teachers are committed to the success of all students in the school and work in teacher teams to score assessments, provide feedback, and align instructional practice.

In the 2018-2019 school year, Sojourner Truth School will continue to implement the following collaborative protocols:

**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 (6-8) 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.

ASSESSMENT SCORING: PS 149 collaboratively scores formative reading assessments and summative content assessments. This practice enables for teachers norm their instructional practice and notice trends across classes and grade levels.

According to data from Advance observations, teachers at Sojourner Truth continue to need support in questioning and discussion techniques (Danielson Framework 3B). During the 2018-2019 school year, school leadership will facilitate additional professional learning around these strategies, as well as identify teacher leaders that have shown mastery in this area to model and provide feedback to colleagues.

Part 2 – Summative Vision for Collaborative Teachers

What is your vision for collaborative teaching?

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.

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 Expeditionary Learning and Math (K – 5 Bridges in Mathematics; 6 – 8 EngageNY Mathematics 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.

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). A consistent program throughout K-8 classrooms will enable teachers to collaborate around behavior management strategies.

How do you envision collaboration amongst your School Instructional Cabinet to improve teacher practices and student learning?
The School Instructional Cabinet, consisting of administrators, teachers/teacher leaders, and CBO partners, will confer monthly to discuss progress towards fulfilling the school’s instructional vision. 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. 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, Positive Learning Collaborative) to provide one-to-one and small group support to students, and professional development for teachers.

How do you envision collaboration within teacher teams to improve teacher practices and student learning?

VERTICAL GRADE & INTERDISCIPLINARY TEACHER TEAMS: 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. Teacher Teams will prioritize developing strategies for instructional practices around Questioning and Discussion (Danielsen 3B).

Teachers will engage in peer visitations in order to provide colleagues with actionable feedback and support. Teachers of common grades or contents will communicate in order to foster a collaborative environment and continuity between classrooms.

How do you envision collaboration across teacher teams to improve teacher practices and student learning?

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 (gradebook, 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 enrichment.

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 enrichment, conduct interim and post assessment of student development, and communicate with families.

What data will teachers and the School Instructional Cabinet regularly review to ensure that they are reflecting upon their teaching practices and meeting individual student learning needs? What is the intent for reviewing each piece of data? (ex. Teachers will regularly review student IEPs when developing lessons in order to ensure that tasks are appropriately scaffolded.)

<table>
<thead>
<tr>
<th>Data Reviewed</th>
<th>Intent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Observation Data</td>
<td>To determine if teacher pedagogy and implementation is improving</td>
</tr>
<tr>
<td>Peer and Coach Feedback Forms</td>
<td>To identify instructional next steps</td>
</tr>
<tr>
<td>iReady Assessments</td>
<td>To monitor student reading and math levels.</td>
</tr>
<tr>
<td>Reading Level Assessments</td>
<td>To monitor student reading levels</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

2018-2019 Goal: By June 2019 the average MOTP rating on 3B of the Danielson Rubric, Questioning and Discussion, will increase .15 from 2.65 in 2017-2018 to 2.80 in 2018-2019 through professional development on questioning and discussion techniques.

Please answer the following Question as it relates to meeting your Collaborative Teachers Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Collaborative Teaching Annual Goal?

List of Renewal Benchmarks expected to improve

<table>
<thead>
<tr>
<th>Average Math Proficiency Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ELA Proficiency Rating</td>
</tr>
</tbody>
</table>
### Key Initiatives:
Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaches will collaborate with teachers on-site to plan for implementation of the units and lesson plans, model teaching practices, and examine student work. Professional development will be ongoing.</td>
<td>K-8 Teachers</td>
<td>Average Math Proficiency Rating</td>
<td>Aug 2018 – June 2019</td>
<td>School administrators, Literacy Coach</td>
</tr>
<tr>
<td>The school will also organize teacher teams to do the following during weekly common planning time with support from Instructional Coaches:</td>
<td>K-8 Teachers</td>
<td>Average Math Proficiency Rating</td>
<td>Sept 2018 – June 2019</td>
<td>School administrators, Instructional coaches</td>
</tr>
<tr>
<td>· Examine units, develop lessons, discuss teaching strategies;</td>
<td></td>
<td>Average ELA Proficiency Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Foster common assessment practices and grading policies;</td>
<td></td>
<td>Average ELA Proficiency Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· Utilize common rubrics and criteria checklists;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
· Examine student work, give feedback, plan follow-up activities.

| Teachers and staff will attend additional professional learning sessions focused on questioning and discussion techniques in order to enhance teacher practice. | K-8 Teachers | Average Math Proficiency Rating | Sept 2018 – June 2019 | School administrators, instructional coaches, Classroom teachers, paraprofessionals |
|Teachers will engage in peer visitations and coaching sessions in order to provide additional support in fostering a collaborative school environment in which teachers work to improve their professional practice. | K-8 teachers | - | September 2018 - June 2019 | Teachers, instructional coaches |

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Sojourner Truth School will host monthly Family Fridays in order to enhance parent-teacher collaboration in the academic lives of students. Students will continue to receive monthly progress reports intended to encourage progress monitoring in all grades and to ensure parents are aware of their child's academic performance.

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 literacy coach, art teacher, gym teacher to cluster students during common planning time; per session for planning and PD after regular hours; curriculum materials; Math Solutions 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.

| | Tax Levy | | Title I SWP | | Title I TA | | P/F Set-aside | | 21st Century | | C4E |
|---|---|---|---|---|---|---|---|---|---|
| X | | | | | | | | |

| | Title I 1003(a) | | Title III | | PTA Funded | | SIG Grant | | School Achievement Funding | | 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. Similar to your Annual Goal, your mid-point benchmark should be **Specific, Measurable, Achievable, Relevant, and Time-bound.**

By January 2019 average teacher proficiency on Danielson 3B will increase to .15. School leadership will facilitate 1 professional learning session focused on questioning and discussion techniques.

**Part 6b.** Indicate the specific instrument of measure that is used to assess progress.

Administrators and teacher leaders will monitor the outcomes and progress of teacher teams and the quality of their work using an established norms and procedures recorded in our mid year performance review protocol based on the applicable Renewal School Benchmark Menu.

**Part 6c.** In **February 2019**, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>]</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>]</td>
</tr>
<tr>
<td>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.</td>
<td>]</td>
</tr>
<tr>
<td>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).</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

Sojourner Truth School has created a comprehensive professional learning plan that offers support in areas of the Danielson Framework, curriculum development, leadership development, and social and emotional health. Teachers and staff are able to select which professional learning session they wish to attend based on their specific needs, this allows for differentiation in offerings. Sessions enable staff to engage collaboratively in school-wide practices to foster continuity and consistency. Professional learning sessions are led by a variety of school staff including teachers, coaches, assistant principal, and principal, allowing for an array of voices and expertise to be shared among the whole school community.

School leadership meets weekly to discuss school data streams including, teacher observations, student attendance, iReady usage, and student class grades. This reflective practice enables school leadership to modify professional learning offerings and coaching focuses based on the individual needs of specific teachers. School leadership also meets to discuss specific student needs regarding special education services and social-emotional health.

03M149 works collaboratively with HCZ and other partnerships to provide teachers and staff with access to school-based support. NY Foundling provides social and emotional health services to students and families, as well as providing support to teachers regarding classroom strategies.

In the 2018-2019 school year, Sojourner Truth School must continue to develop the school's Professional Learning Committee to ensure additional teacher voice is taken into account when developing professional learning offerings and coaching focuses. Sojourner Truth School will continue to offer teacher choice when offering professional learning.
Leadership will collect additional feedback from professional learning sessions to ensure objectives and teacher needs are being met. Based on the most recent Quality Review, Sojourner Truth School will continue to develop practices around collaborative teachers and effective school leadership.

Part 2 – Summative Vision for Effective School Leadership

What is your vision for effective school leadership at your school?

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.

On which aspects of your own leadership do you plan to focus for the upcoming school year?

Sojourner Truth School 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. 03M149 will work to develop a more consistent professional learning feedback system in order to hone the focus and delivery of professional learning.

What is your vision for ensuring that everyone in your schools has a normed and shared understanding of the school’s vision, mission, and instructional focus?

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 toward 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.

What is your vision for developing differentiated leadership throughout your school? How will you utilize teacher leaders to build broad capacity within your school?

Differentiated leadership will include school administration and teachers leaders who monitor the progress of teacher pedagogy in core subject areas.

How will the leader foster collaborative school governance processes, and ensure full family participation together with other stakeholders?
In collaboration with CBO partners (HCZ), guidance counselors, and administrators will engage parents on a regular basis to ensure parent awareness of student development, academic, and socio-emotional needs. Student academic progress reports will be sent home on a weekly basis to ensure parent and family engagement in the school community.

How often will the school leader conduct observations? How quickly will school leader share actionable feedback with teachers? How will school leader ensure accuracy and provide support to teachers based on observation feedback?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Feedback Turnaround</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per DOE guidelines</td>
<td>Feedback will be delivered within a week of observation.</td>
<td>Norming with AP and Teacher Development and Evaluation Coach</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Evidence-Based System</th>
<th>Support(s)</th>
<th>Collaborator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance</td>
<td>Coaching</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Peer and Coach Observation Sessions</td>
<td>Coaching</td>
<td>Teachers and Coaches</td>
</tr>
</tbody>
</table>

How will you organize student and teacher programs to ensure students’ needs are met? Fiscal capital?

Teacher programs will be organized to ensure common planning time for teacher teams. Student programs will be organized to ensure literacy blocks, small group instruction, academic intervention services.

Part 3 – Annual Goal

Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

2018-2019 Goal: By June 2019, the professional development team, led by school leaders (principal, assistant principal, instructional coaches), will implement responsive professional development as measured by an increase of .15, from 2.17 to 2.32 according to the NYC DOE School Survey indicators for "Quality of Professional Development."

Please answer the following Question as it relates to meeting your Effective School Leadership Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Effective School Leadership Annual Goal?

List of Renewal Benchmarks expected to improve.

Average Math Proficiency Rating

Average ELA Proficiency Rating
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives: Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</th>
<th>Target Group(s) <em>Who will be targeted?</em></th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline <em>What is the start and end date?</em></th>
<th>Key Personnel <em>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</em></th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Team will meet monthly to develop staff development opportunities and surveys for teacher distribution and feedback</td>
<td>Teachers, guidance counselors, school psychologist, community educators</td>
<td>Average Math Proficiency Rating Average ELA Proficiency Rating</td>
<td>Weekly, September 2018-June 2019</td>
<td>Principal and assistant principals, instructional coaches</td>
<td>Professional Development Feedback surveys</td>
</tr>
<tr>
<td>School Leaders will provide staff with quality professional development opportunities that are geared for the betterment of their practice as pedagogues.</td>
<td>Teachers, guidance counselors, school psychologist, community educators, instructional coaches</td>
<td>Average Math Proficiency Rating Average ELA Proficiency Rating</td>
<td>Weekly, September 2018-June 2019</td>
<td>Principal and assistant principals, instructional coaches</td>
<td>Agendas and meeting minutes</td>
</tr>
<tr>
<td>Teachers will complete professional development feedback surveys (aligned with the NYC School Survey) providing feedback on session effectiveness and impact.</td>
<td>Teachers, guidance counselors, school psychologist, community educators, instructional coaches</td>
<td>Average Math Proficiency Rating Average ELA Proficiency Rating</td>
<td>Monthly, October 2017-June 2018</td>
<td>Principal and assistant principals</td>
<td>Meeting agendas and minutes, Professional Development Feedback surveys</td>
</tr>
<tr>
<td>Teachers will participate in tri-annual peer observations to engage in</td>
<td>Teachers</td>
<td>Average Math Proficiency Rating Average ELA Proficiency Rating</td>
<td>3 times throughout school year (October, January, &amp; March)</td>
<td>Principal, assistant principals, and coaches</td>
<td>Peer observation feedback forms</td>
</tr>
</tbody>
</table>
professional discourse and feedback with peers.

Teachers and instructional coaches will engage in monthly informal coaching sessions to hone classroom instructional practices. Feedback from sessions will inform focuses for coaching and team meetings.

<table>
<thead>
<tr>
<th>Teachers and instructional coaches</th>
<th>Average Math Proficiency Rating</th>
<th>Monthly (September 2018 - June 2019)</th>
<th>Principal, assistant principals, and coaches</th>
<th>Coaching feedback forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average ELA Proficiency Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Sojourner Truth School will host monthly Family Fridays to engage parents in classroom practices. Teachers will engage with parents and families to highlight the importance of being active members of the school community. The Parent Coordinator and Community School Director will host monthly workshops to engage parents in the curriculum and school events. Each trimester, celebrations will be held to recognize students' academic achievements. In September 2018, school administration will host a State of the School to share 2017-2018 academic and attendance outcomes and 2018-2019 school goals.

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 literacy coach, art teacher, gym teacher to cluster students during common planning time; funding for Math Solutions consultant; funding for Leadership Program, per session for planning and PD after regular hours; curriculum materials; online collaboration system (TeacherEase); teacher and student technology

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th>X</th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.
By January 2019, school leadership will have an overall average of effectiveness of 3.0 as evidenced by professional development surveys and have prioritized 2-3 next steps for the improvement of professional development opportunities resulting in an overall average of 2 or higher on a 4 point scale.

<table>
<thead>
<tr>
<th><strong>Part 6b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School created professional development surveys will be the primary measure of progress.</td>
</tr>
</tbody>
</table>

| **Part 6c.** In February 2019, 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

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
<td></td>
</tr>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

1. Summarize your school’s strengths relative to this element of the Framework for Great Schools and the SOPs selected above.
2. Summarize your school’s needs relative to this element of the Framework for Great Schools and the SOPs selected above.
3. Identify the priority need(s) that will be addressed in the goal and action plan for this section.
4. What data trends and sources were analyzed, e.g. NYSED School Report Card, NYC School Quality Guide, Central-led Review, Quality Review and/or Integrated Intervention Team (IIT) Review?

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 through weekly student progress reports distributed every Friday to students K-8. The school will share 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 through the New Visions Student Profile, shared at each Parent-Teacher Conference. Data sets will include: attendance, NYS exam data, iReady usage and proficiency data, class grades, and interventions.

During Open School Night held in September of 2018, 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, the school 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.

The school provides support to families through ongoing 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.

Part 2 – Summative Vision for Strong Family and Community Ties

What is your vision for having strong family and community ties at your school?

In partnership with parents and community members, Sojourner Truth School strives to prepare students to become lifelong learners and responsible, caring, and productive citizens of their community. 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 will provide support to families through ongoing workshops during parent engagement as well as during morning meetings to support working parents’ schedules. The school will also support 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 will 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 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.

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will administrators, teachers, school staff and school safety officers be given to help create a welcoming environment? Will there be a dedicated space for families in the school?
PS 149 will also host Family Engagement Events four times per school year, invite parents to monthly Family Fridays to engage in their child’s academic lives, and host student performances throughout the year. Weekly academic progress monitoring in the form of Progress Reports will be sent home to students in grades K-8.

The Parent Coordinator will be located in the main office to ensure a dedicated staff member is available to welcome parents visiting the school. Sojourner Truth School has an open school policy, parents are welcome to come to the school for support during school hours. The school is co-located with 3 other schools, therefore dedicated space for parents is unavailable, however, the library and auditorium will be made available for all parent events. Students in grades 4-8 will have a dedicated staff member to serve as parents point of contact for all academic questions and concerns. The school has two guidance counselors to support parents of students in grades K-4 and 5-8.

<table>
<thead>
<tr>
<th>How will the school identify and develop families to take leadership roles in school decision making/school governance structures?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school PTA, CBO partner Harlem Children Zone, and Community School Director will identify families to and encourage them to participate in school planning and decision making. Parents are encouraged to engage in leadership roles in school decision making through participation in SLT. Representatives of students in grades K-2, 3-5, 6-8, SPED, &amp; ENL are encouraged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How will the school engage the community and families? How will they ensure that teachers are able to learn from families about the children being taught?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major part of the school’s culture is hosting monthly classroom events in which parents and families can see the work their child has been doing and engage in the curriculum. The times of monthly Family Friday events alternate between morning sessions and afternoon sessions in order to accommodate the work schedules of parents. Families are also invited to participate in student led conferences during parent-teacher conferences as a means to build relationships between parents, teachers, and families around academic performance.</td>
</tr>
</tbody>
</table>

Sojourner Truth School has a designated Language Access Coordinator to ensure all parents fell welcome and able to express their needs.

The NYC Parent Survey provides teachers with meaningful feedback regarding the school’s relationship with parents and the community. The school hosts a professional learning session prior to each Parent-Teacher Conference in order to ensure that teachers are prepared to conduct meaningful conversations with parents and families.

| What types of supports does the school provide to families to encourage them to take an active role in what their child is learning? |
|---|---|
| **Type of Support** | **Rationale** |
| Workshops | To inform parents of student needs, curricula, grade level requirements |
| Conversations with Guidance, Community School Director, Teachers | To collaboratively discuss students' individual academic and socioemotional progress and needed supports. |

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
Family partnerships with school:
Participation in workshops, publishing parties, student led conferences.

Family partnerships with CBO:
HCZ provides family support services for families in need.

Is there dedicated space for these partnerships?
Yes. HCZO Office.

What is your vision for the role the school will take in providing access adult education classes within the community?
The community schools will be facilitating family workshops to increase parent academic engagement and personal enrichment as per parent survey. Harlem Children’s Zone will facilitate family education sessions around family literacy, health and wellness, and financial literacy. Events will be open to all Sojourner Truth School families.

What data and student progress feedback loops will be present at the school to ensure that families knowledgeable of their children’s scholastic success?
Weekly progress report sent every Friday grade K-8, student led parent teacher conferences 3x per year, report cards distributed during student lead parent teacher conferences.

Part 3 – Annual Goal
Indicate your school’s 2018-19 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. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

2018-2019 Goal: By June 2019, as a result of the school hosting at least 7 parent engagement events, parent attendance will increase from 15% in 2017-2018 to 30% or higher in 2018-2019, as measured by the Parent Coordinator Activity Report (PCAR).

Please answer the following Question as it relates to meeting your Strong Family and Community Ties Annual Goal:
Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Strong Family and Community Ties Annual Goal?

List of Renewal Benchmarks expected to improve

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

| N/A       |
### Part 4 – Action Plan

<table>
<thead>
<tr>
<th>Key Initiatives:</th>
<th>Target Group(s)</th>
<th>Which Benchmark(s) indicated above does this initiative target?</th>
<th>Timeline</th>
<th>Key Personnel</th>
<th>How will you assess the interim progress of the initiative? (ex. decrease in serious incidents, increase in students participating Big Sibs program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concisely indicate the key initiatives (up to five) that your school will implement to achieve the identified goal for this Framework for Great Schools element.</td>
<td>Teachers and Students K-8</td>
<td>ELA Proficiency, Math Proficiency</td>
<td>September 2018 – June 2019</td>
<td>Principal; Assistant Principal; Instructional Coaches, Teachers</td>
<td>Summary of teacher submission of student work samples highlighting unit goals and demonstrate academic achievement within the classroom in order to emphasize curricular expectations to students and families.</td>
</tr>
<tr>
<td>Teachers will work to provide student work samples highlighting unit goals and demonstrate academic achievement within the classroom in order to emphasize curricular expectations to students and families.</td>
<td>Parents, teachers, students</td>
<td>Attendance</td>
<td>September 2018 – June 2019</td>
<td>Principal; Assistant Principal, Parent Coordinator</td>
<td>Attendance sheets indicating percentage of parents in attendance at each Family Friday and Parent Teacher Conference.</td>
</tr>
<tr>
<td>Administration will develop a school wide calendar that will inform families of academic celebrations happening in the building monthly and provide continuous parent outreach to keep families informed of students’ academic lives.</td>
<td>Parents, teachers, students</td>
<td>Attendance</td>
<td>September 2018 – June 2019</td>
<td>Principal; Assistant Principal, Parent Coordinator</td>
<td>Attendance sheets indicating percentage of parents in attendance at each Family Friday and Parent Teacher Conference.</td>
</tr>
<tr>
<td>Monthly Family Fridays in which parents and families will be invited into their child’s classroom to engage in academic discourse with their child and child’s teacher.</td>
<td>Parents, teachers, students</td>
<td>Attendance, ELA Proficiency, Math Proficiency</td>
<td>September 2018 – June 2019</td>
<td>Principal; Assistant Principal, Parent Coordinator, Teachers</td>
<td>Attendance sheets from Family Friday events measuring percentage of parents attending for each grade.</td>
</tr>
</tbody>
</table>
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.

In order to effectively increase parent involvement in the academic lives of students, funding will be needed for NYS certified instructional staff and instructional materials and supplies to host Family Friday events.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound.

By January 2019, 15% of invited parents from elementary school grades will be in attendance at Family Fridays as evidenced by attendance data collected from the event resulting in an increase in parental access to the instructional goals.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

Attendance data as reported by the PCAR (Parent Coordinator Activity Report) collected at each parent engagement event.

Part 6c. In February 2019, 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 2018-19 school year. Goals for ELT should align to the Renewal Benchmarks. How will the school ensure that all students’ individual needs are served during the Renewal ELT and how the school’s vision for ELT will impact both academic achievement and social emotional growth? Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019, Harlem Children’s Zone will implement an extended learning program in collaboration with 03M149 school leadership and Community Based Organizations to expand learning opportunities for 100% of 03M149 K-8 students as evidenced by students receiving 5 additional instructional periods per week.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory? | Voluntary | Compulsory
--- | --- | ---
Renewal ELT – Describe what accountability structures the school will employ to ensure participation of all students, including special populations, will participate fully in Renewal ELT.
Additional ELT – If there is a voluntary ELT program in addition to the compulsory Renewal ELT, 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.

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?
- 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? How will the school ensure all IEP and language mandates are met during ELT?
- 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.
03M149 will partner with Harlem Children Zone (HCZ) 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 supervise the delivery of core academic instruction. 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 two 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. All students will complete math fluency work (Math Mastery) and engage in iReady instruction. 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-completer 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.

Harlem Children Zone will partner with CBOs to offer a range of activities designed to improve student academic outcomes and strengthen student engagement as follows:

- Writopia
- Robofun
- Sing & Learn
- Go Sport Skate
- Super Soccer Stars
- Young People’s Choir
- National Dance Institute
- Christadora Manic Environmental Science Camp

Harlem Children’s Zone (HCZ)- HCZ staff will partner with 03M149 classroom teachers and content specialists to provide academic and instructional support during the ELT program. HCZ staff 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.

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

<table>
<thead>
<tr>
<th>Part 4a</th>
<th>Who will implement the ELT program? Who will oversee the program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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.</td>
</tr>
<tr>
<td>2.</td>
<td>If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.</td>
</tr>
<tr>
<td>3.</td>
<td>How will the school assess the impact of ELT on individual student achievement and social emotional development?</td>
</tr>
</tbody>
</table>

03M149 school leadership and faculty, in collaboration with HCZ, will implement and oversee the ELT Program. A full-time Community School Director (CSD) will partner with 03M149's school leadership and other CBOs to manage program logistics. The CSD will ensure the alignment of expanded learning and enrichment activities with the school day curriculum where applicable.

The Expanding Learning Time program will be embedded in the school day and focus on the academic components of ELT. HCZ 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 2018 to establish base-line student achievement measures in literacy and mathematics. 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 on the first day of school and end on the last day of school. 03M149 school leadership in collaboration with HCZ 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 2019-2020 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.

<table>
<thead>
<tr>
<th></th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
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<tr>
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<td></td>
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</tr>
</tbody>
</table>

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. Similar to your Annual Goal, your mid-point benchmark should be Specific, Measurable, Achievable, Relevant, and Time-bound and aligned to the school’s Renewal Benchmarks.

In February 2019, 03M149 school leadership will partner with HCZ and other service providers to conduct an analysis of student achievement data using September 2018 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 applicable Renewal School benchmarks will be determined and used to inform needed program adjustments in the areas of literacy and mathematics.

Part 6b. Indicate the specific instrument of measure that is used to assess progress.

iReady Benchmark, formative, and summative data will be used to assess progress. Math Mastery completion data will be collected by the CSD to ensure student mastery.

Part 6c. In February 2019, 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 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. Meeting your SMART goal should directly impact meeting at least one of your Renewal Benchmarks and/or Demonstrable Improvement Benchmarks.

2018-2019 Goal: By June 2019, 03M149 school leadership and Harlem Children’s Zone 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 as measured by an increase of 5% parent attendance at Parent Teacher Conferences.

Please answer the following Question as it relates to meeting your Community School Program Annual Goal:

Which Renewal and/or Demonstrable Improvement Benchmarks do you expect will improve by meeting your Community School Program Annual Goal?

List of Renewal Benchmarks expected to improve

- Student Attendance
- ELA Proficiency
- Math Proficiency

Part 2 – Community School Program Description

Part 2a. Identify the CBO partnerships that you will develop, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBO’s should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harlem Children Zone</td>
<td>Students grades K-8</td>
<td>Academic tutoring, after school enrichment, social emotional support, ELT, attendance intervention</td>
</tr>
<tr>
<td>Harlem Lacrosse and Leadership</td>
<td>Students grades 6-8</td>
<td>Academic tutoring, after school enrichment, social emotional support, ELT, attendance intervention</td>
</tr>
<tr>
<td>Young People's Choir</td>
<td>Students grades 3-8</td>
<td>Day school enrichment, attendance intervention</td>
</tr>
<tr>
<td>National Dance Institute</td>
<td>Students in grades 2-8</td>
<td>Day school enrichment, attendance intervention</td>
</tr>
<tr>
<td>Writopia</td>
<td>Students in grades 4-8</td>
<td>Day school literacy enrichment, attendance intervention</td>
</tr>
<tr>
<td>Robofun</td>
<td>Students in grades 2-8</td>
<td>STEM enrichment, attendance intervention</td>
</tr>
<tr>
<td>GoSkate</td>
<td>Students in grades 3-8</td>
<td>Day school enrichment, attendance intervention, gross motor development</td>
</tr>
<tr>
<td>Program</td>
<td>Grade Levels</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Sing &amp; Learn</td>
<td>Prek-2</td>
<td>Social emotional positive behavior intervention program</td>
</tr>
<tr>
<td>Super Soccer Stars</td>
<td>K-5</td>
<td>Day school enrichment, attendance intervention, team building</td>
</tr>
<tr>
<td>Christodora Manice Environmental Science Camp</td>
<td>6-8</td>
<td>Environmental stewardship; Science enrichment</td>
</tr>
<tr>
<td>GoSports Media Arts</td>
<td>6-7</td>
<td>Media arts program in which students learn cinematography skills</td>
</tr>
</tbody>
</table>

**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 partner 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 asset and needs assessment process, 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 asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. 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, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family 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 – including the New Visions Data Sorter – and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Sojourner Truth School hired a Community School Director (CSD). The Community School Director will serve as a liaison between Harlem Children’s Zone 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 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 programming will include the following program components:

On-site Mental Health Counseling - Partnership with NY Foundling 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.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

Harlem Children's Zone, in partnership with 03M149 leadership will implement the Community School program. The Harlem Children's Zone 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, assistant principal, Literacy Coach, IEP Teacher, parent coordinator, and other key CBO representatives). The board will meet monthly.

Several Community Based Organizations will serve as partners in the Expanded Learning Time program under the Harlem Children's Zone umbrella.
| 03M149 and HCZ will utilize the New Visions data sorter to monitor student academic and attendance data. The sorter will also enable the CSP to track interventions applied to specific students. |

| **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, 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 2018 and end June 2019. 03M149 school leadership in collaboration with Harlem Children’s Zone and other CBO partners will review CS program effectiveness at the conclusion of the 2018-2019 school year and determine the likelihood of its continuance for the 2019-2020 school year. |

| **Part 3d.** Mental Health Work Plan |

| Separate from this RSCEP, schools will complete a Mental Health Work Plan that will become an addendum to this document. |
### 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 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>State assessments; Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance; IEP Recommendations - Family input</td>
<td>iReady, building of academic and content area vocabulary, questioning and discussion, dedicated guided reading periods</td>
<td>Leveled small group and one to one</td>
<td>During school day, ELT, and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>State assessments; Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance; IEP Recommendations - Family input</td>
<td>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.</td>
<td>Leveled small group and one to one</td>
<td>During school day, ELT, and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance assessments; exit slips and conferring</td>
<td>Foss Science kits; hands-on activities; project based learning; alignment of material with students reading level, academic</td>
<td>Leveled small group</td>
<td>During school day, ELT, and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Formative and summative classroom assessments, including unit assessments, baseline/midline/endline assessments; performance assessments; exit slips and conferring</td>
<td>Project based learning; hands-on activities; alignment of material with students reading level, academic and content areas vocabulary supports, questioning and discussion</td>
<td>Leveled small group</td>
<td>During school day, ELT, and after school</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------------------------</td>
</tr>
</tbody>
</table>
| **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: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>During the 2018-2019 school year, 15 students were identified as living in temporary housing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>15 students were identified as living in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students in temporary housing will be supported to ensure that students receive the programs and services needed to support academic success and social emotional well-being. Students will receive assistance that includes providing the family with uniform, school instruction supplies, book bags, winter wear, and access to free after school child care and enrichment programs. The family will receive assistance with securing transportation to and from school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 10: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: 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.

- 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).

- 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.

N/A

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).

N/A

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 2017, 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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Source (i.e. Federal, State or Local)</td>
<td>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
<td>purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal 179,307</td>
<td>x 17,22,28,32,35,38</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal 16,979</td>
<td>x 17,22,28,35,38</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal 52,203</td>
<td>x 17,22,28,35,38</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal 46,651</td>
<td>x 17,22,28,35,38</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal 12,366</td>
<td>x 17,22,28,35,38</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal 0</td>
<td>17,22,28,35,38</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local 1,957,401</td>
<td>x 17,22,28,35,38</td>
</tr>
</tbody>
</table>

^Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

^The 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 and Family Engagement 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 funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 11: Parent and Family Engagement Policy and School-Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/CEP 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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

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 Every Student Succeeds Act (ESSA), 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.

**Support for Parents and Family Members of Title I Students**

[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;

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Parental Involvement and School Quality

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., ESSA /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 Elementary and Secondary School 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.

**Encouraging School-Level Parental Involvement**

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)**

[PS 149 Sojourner Truth], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

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 Elementary and Secondary School (ESSA) Act

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:
creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

supporting parental involvement activities as requested by parents;

ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

advising parents of their right to file a complaint under the Department’s General Complaint Procedures in consistent with the Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) 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 promptly 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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responsibilities:</td>
</tr>
</tbody>
</table>

• 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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

**Part A: School Information**

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</table>

This school is (check one):
- ✗ conceptually consolidated (skip part E below)
- ☐ NOT conceptually consolidated (must complete part E below)

---

**Part B: Direct Instruction Supplemental Program Information**

The direct instruction component of the program will consist of (check all that apply):
- ☐ Before school
- ☐ After school
- ✗ Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):
- ☐ K
- ☐ 1
- ☐ 2
- ☐ 3
- ✗ 4
- ✗ 5
- ✗ 6
- ✗ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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:
Rational: English language learners in grades 4-8 will participate in an academic language and writing program centered around social studies and science. These sessions will focus on improving listening, writing, reading and speaking skills of ELL students through research based projects and presentations.

During Winter Academy Grades 4th and 5th will work with a Science content teacher and an ENL teacher. The focus of this class will be based on learning and researching science theories then perform experiments to replicate the theory. Grades 6-8th will work with a Social Studies and an ENL teacher. This class will focus on how to conduct research to write an argumentative, research and persuasive essay on historical topics such as Supreme court rulings, laws and important moments in history.

During Saturday Academy (Grades 4-5 will extend the learning and research of science theories and develop their science experiments. Grades 6-8 will develop their argumentative research and work on their speaking and writing modalities with mini-debates.

The first half of the day from 9-11:30 a.m. co-teachers will deliver content and teaching points to all students. Then students will move into independent groups where they will receive support from both teachers.

Subgroups: ELLs in grades 4-8 will participate in this program.
Grades 4-5 will be grouped together.
Grades 6-8 will be grouped together.

Schedule and duration:
Winter Academy: February 19-22 from 9am-2pm
Saturday Academy (5 Total sessions) Dec 2017-May 2018 9am - 1:30pm

Language of Instruction: The language of instruction will be in English with native language support.

Number and types of certified teachers:
Total # of teachers: 4
# of certified ENL teacher(s): 2
# of content area teachers: 2

Materials Needed for Direct Instruction:
Student journals
Non-fiction books/science topics
Non-fiction books/historical topics
card stock
Part B: Direct Instruction Supplemental Program Information

art materials for design
poster board

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: ____

Rationale: All four teachers, (two ENL and two content teachers) will meet once a month to form a Title III study group focusing on how to help their ENL students master their class content. Teachers will also discuss how to support language acquisition in their classroom.

Teachers to receive training: 2 ENL teachers, 2 content teachers

Schedule and duration: Teachers will meet once a month on Thursdays from 4:05 to 5:05 for 5 sessions starting January 18.

Topics to be covered:

Title of book: Scaffolding Language, Scaffolding Learning, Teaching English Language Learners in the Mainstream classroom by Pauline Gibbons

Topics that will be covered are:

- Collaborative group work/ discussions,
- How to teach academic writing to ELL’s,
- Reading & listening skill supports for ELL students
- How to plan for and incorporate ELL supports into curriculum

Session 1 Jan 18: Chapter 3 Collaborative Group Work and Second Language Learning
Session 2 Feb 1st: Chapter 5 Learning to Write in a Second Language and Culture
Session 3 March 15: Chapter 6 Reading in a Second Language and Culture: Barriers and Bridges
Session 4 April 26: Chapter 7 Listening an Active and Thinking Process
Session 5 May 24: Chapter 8 Developing an Integrated Curriculum: learning language, learning through language and learning about language

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
**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: ______

**Rational:** Parents will participate in workshops where they will learn strategies to help support their child’s language acquisition at home.

**Name of Program:** Supporting Language Acquisition for Parents and Students

**Schedule and Duration:** 10 workshops will be held twice a month, on Mondays.

**Dates for Workshops:** January 22 & 29, Feb 12 & 26, March 12 & 26, April 16 & 30, May 14 and June 11.

**Time for Workshops:** 4-6pm

**Topics to be covered:**
- How to advocate for ENL services that students are entitled to receive.
- Who to contact for ELL related services in school.
- How fluency in student’s native language sets the foundation for second language acquisition.
- Reading and telling stories in native language.
- How to ask questions that will encourage students to share what they learned at school.
- The importance of providing a positive environment for students to do homework.
- How to check if a student completed their homework.
- Homework help programs and free outside resources for families.

**Name of Provider:** ENL teacher

**Outreach:** Parent coordinator will support with all phases of outreach.

**Phase 1:** Flyers printed and sent home with students in guardian’s preferred language.

**Phase 2:** Phone calls to guardian and word of mouth, teacher to parent.

**Materials Needed:**
- Student and Parent writing journals
- Instructional materials/chart paper/markers
- ENL resource books
- Card stock
- Paper for flyers
- Refreshments will be served (drinks/snacks/paper products)
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A conceptually consolidated</td>
</tr>
<tr>
<td>1. Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

### Part I: School ELL Profile

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Manhattan</td>
<td>149</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Claudia Aguirre</th>
<th>Assistant Principal</th>
<th>Delouise Briggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Noelle Dunn</td>
<td>Coach</td>
<td>Catharine Simler</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Sonia Martinez</td>
<td>School Counselor</td>
<td>Mayela Gaytan</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
<td>Parent</td>
<td>type here</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
<td>Parent Coordinator</td>
<td>Anita Bradley</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Ilene Altschul</td>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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 | 0 |
| 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] | 0 |
| 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 | 0 |
| 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] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

**D. Student Demographics**

| Total number of students in school (excluding pre-K) | 255 |
| Total number of ELLs | 36 |
| ELLs as share of total student population (%) | 14.12% |

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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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes ☒</th>
<th>No ☐</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>☒</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>☒</td>
<td>☐</td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>☒</td>
<td>☐</td>
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</tbody>
</table>

If yes, indicate language(s):

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Language</th>
<th>K</th>
<th>1</th>
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<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   The level of literacy skill of a student is determined by the TCRWP running records. The analysis of the data is used to inform school wide intervention for ELLs. Students are grouped for intervention during small group and strategy lessons based on their proficiency in literal and inferential re-telling, comprehension, accuracy, fluency are grouped for intervention during small group and strategy lessons.

   Additional data points include: i-Ready diagnostic assessments, i-Ready lesson performance, writing samples, and conferring notes.

2. What structures do you have in place to support this effort?
Assessments occur periodically throughout the school year. Their implementation is staggered, providing varied points of data to create coherent small groups and enhance instruction. Instructional planning for ELLs is coupled with classroom instruction. ENL teachers partner with classroom teachers to ensure that students are receiving in class support as well as integrated out of class instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? 03M149 utilizes NYC performance tasks, i-Ready assessments, NYSESLAT assessments throughout the school year to monitor student proficiency. Additional data is gathered through unit assessments and TCRWP running records.

4. What structures do you have in place to address interventions once the summative data has been gathered? Summative assessment data is gathered at the end of instructional units and trimesters. Based on student achievement in classroom assessments and ELL assessments, small group assignments are adjusted. Assessment standards are coded in order to track student progress in meeting ELL benchmarks.

5. How does your school use 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.] 03M149 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 measured by the NYSESLAT and ELL Periodic Assessments, writing samples, and quizzes in order to provide additional support.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) 03M149 uses the NYSITELL, NYSESLAT, ELA, and Math NY State tests. Immediate data is collected through i-Ready assessments and lessons to understand where ELLs are on the continuum of language development. Core content unit exam grades, midterms, finals, and semester grades are also analyzed to measure student proficiency which allow teachers to provide appropriate scaffolds according to their proficiency level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? The ENL teacher participates in a weekly planning meeting with an instructional coach to review student data and academic progress and also an instructional mentor to support ELL planning. i-Ready data is available online through the i-Ready website. Core content grades and performance can be accessed through the school’s online grade book.

Part IV: ELL Programming

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.
      03M149 implements a combination of standalone ENL instruction and integrated ENL instruction. Students at the Beginner/Entering and Low Intermediate/Emerging levels receive standalone and integrated instruction in block heterogeneous small groups. Students at the Intermediate/Transitioning, Advanced/Expanding, and Proficient/Commanding levels receive integrated ENL instruction in ELA and content area classes.
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)?
   
   Explicit ENL instructional minutes are delivered to students in our program model as per CR Park 154. Following the mandated minutes chart, PS 149 insures that all Entering and Emerging students receive 360 minutes and all Transitioning, Expanding, and Proficient students receive 180 minutes weekly utilizing the integrated 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.
   
   03M149 utilizes a combination of integrated and standalone ENL instruction, thus instructors are able to tailor content and pace to meet the individual needs of each student. Phonics instruction is incorporated into all standalone instructional sessions for students at the Entering and Emerging levels, as well as incorporated into the integrated instruction occurring in the general classroom. Students at the Transitioning, Expanding, and Proficient levels are given enhanced vocabulary development and writing practice. Technology is utilized during content area instruction in order to aid in student comprehension of the topic. ENL teachers working with students at the Advanced level or higher receive in class support during content area instruction in order to enhance their understanding.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   
   Students are assessed in their home language for the Math NY State Test through the use of translators. Teachers deliver culturally and linguistically appropriate lessons to meet the needs of ELLs. Teachers aim to provide integrated language in content instruction through language focused scaffolds. Teachers utilize instructional materials that are age and grade appropriate and collaborate with school based support personnel. Teachers articulate specific content and language objectives. Teachers work to ensure that students have opportunities to develop academic language and content knowledge in English and the student's home language. 03M149 regards home languages as an instructional asset that can be leveraged to bridge prior knowledge with new content knowledge.

5. 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

   03M149 does not have any SIFE students enrolled as of July 2017. 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).

   Instruction for our Newcomer students is based primarily on developing an ever-widening phonological awareness beginning with a mastering of the alphabet as well as blends and digraphs. 03M149 uses the Fundations program in grades Kindergarten through 2nd grade. These students receive support through both integrated and standalone ENL instruction. English vocabulary acquisition is supported through visuals and connection with their home language. Our plan for Newcomer students also includes the extensive utilization of graphic organizers and the employment of computer technology through MyOn and i-Ready programs.
Instruction for Developing ELLs is based on careful examination of their NYSESLAT results and the information gathered from conferencing with their classroom and content teachers. Developing ELLs also receive instruction in higher tier vocabulary words, as well as, work on grammar and writing skills. For those Developing ELLs who are at an Entering or Emerging level, the Fundations program will be utilized to further develop their understanding and use of English phonetics. For Developing ELLs who are at the Transitioning, Expanding, and Proficient levels, instruction will be focused on enhancing content area understanding in math, social studies, and science. All Developing ELLs utilize technology through MyOn and i-Ready programs. Teachers collaborate with appropriate school based staff to support students receiving additional services as outlined by their IEP.

03M149 does not have an Long Term ELLs enrolled as of July 2017. However, services offered would mirror that of Developing ELLs with additional support and scaffolds aligned with each student's IEP when applicable. Additionally, collaboration between ENL teachers, support services, and classroom teachers occurs in order to ensure the appropriate strategies and differentiation is being implemented for each student.

Instruction for Former ELLs includes monitoring in the form of both informal and formal assessments. These assessments include TCRWP running records, i-Ready assessments, unit exams, conferences, and writing samples. Collaboration between classroom teachers and ENL teachers also ensures that classroom teachers are provided the support they need to further the academic growth of Former ELLs.

6. 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?
03M149 utilizes the Teachers College Reading and Writing curriculum, Bridges in Mathematics, Foss Science, and Passport to Social Studies. In order to provide the appropriate language scaffolds for ELL students, ENL teachers utilize multimedia visuals, graphic organizers, and adaptive technology. ENL teachers use academic language and content-area supports to increase ELLs English language proficiency. Phonics and vocabulary instruction is integrated into content area classes to promote the growth of English proficiency. ENL teachers ensure that the goals outlined on each student's IEP are supported through both integrated and standalone instruction.

7. 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?
03M149 utilizes multiple classroom and content area structures to ensure ELL-SWDs receive the required support to attain English proficiency. ELL-SWDs placed in self-contained classrooms and general education classrooms receive integrated and standalone ENL instruction. ENL teachers work with students throughout various content areas depending on the proficiency level of a student. Instructional groups are modified to meet the specific IEP goals of students. Additionally, school staff works to provide high-quality instructional and support services for ELL-SWD students based on individual student needs.

8. 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.
03M149 utilizes Fountas and Pinnell Guided Reading programs during AIS instructional sessions and Wilson Fundations in whole classroom and small group settings. Techniques, such as peer tutoring, semantic mapping, collaborative learning and individualized instruction are employed as instructional strategies to facilitate language-embedded content learning. 03M149 will continuously monitor ELL student progress (e.g. student work, formal and informal assessments, test results), and systematically adjust instructional planning based on a wide variety of evidence and data.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
03M149 has experienced an increase in ELL students enrolled in the school, a new ENL teacher was hired for the 2017-2018 school year. We will emphasize the use of technology to aid in the acquisition of English and home language skills. ELL
students will have opportunities to participate in Extended Learning Time to further their academic growth.

10. If you had a bilingual program, what was the reason you closed it?
   Not Applicable

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   03M149 implements an array of extracurricular, after school, and enrichment programs to all students enrolled. Harlem Children’s Zone (HCZ) offers after school and summer programming to all students K-8th grade no matter their English proficiency. ELL students are also offered academic support through HCZ tutors. Harlem Lacrosse and Leadership runs both boys and girls lacrosse teams at the middle school level that are not restricted to native English speakers. Enrichment programs through RoboFun, Go Skate, Super Soccer Stars, Alvin Ailey Dance, and Young People’s Choir are open to all students in certain grades regardless of their English proficiency or IEP.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
   03M149 utilizes the Fundations curriculum in primary grades and with ELL students at Entering or Emerging levels. Classroom instructional materials aligned with 03M149’s selected curricula are also integrated into standalone instructional times. All classrooms contain a SMART board or Promethean board for use during instructional sessions. Additionally, students receive specific instruction based on a diagnostic assessment through the i-Ready computer program. The MyOn reading program is utilized to aid in comprehension and fluency.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   For the 2017-2018 school year, 03M149 will employ a bilingual ENL teacher for the majority native language group to promote and assess the development of home language skills. The school offers native language literacy development and support where possible.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   ELL students at 03M149 receive ENL instruction in grade level groups ensuring that students are paired with peers of similar ages and English proficiency. Books and texts of high interest to older students that are written to be accessible to students with lower reading levels are utilized in upper elementary and middle school. Whenever possible ENL teachers incorporate content from classroom curriculum into ENL instruction in order to ensure that students are receiving support that corresponds with each ELLs age and grade level.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   03M149 co-locates with other schools, however, we maintain individual school support staff and facilities. Special education teachers and ENL teachers maintain their own academic resources and instructional areas. Two school based guidance counselors and a staff member from NY Foundling provide socio-emotional support services to students. 03M149 provides teachers with the opportunity to create intentional learning opportunities to collaborate with other staff members and attend professional development.

16. 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).
03M149 engages in a comprehensive intake process for its newcomer ELLs, administering a battery of assessments (LAB-R, i-Ready baseline assessment, and writing samples in the native language where possible) to determine native language and content knowledge. ELLs are offered literacy development and support through TC Readers and Writers Project and i-Ready, as well as academic interventions in addition to placement in an ESL program. 03M149’s Parent Coordinator aids in enrollment procedures including: aiding parents in completing necessary Home Language Identification Survey, communicating any pertinent notifications to families, and conducting parent orientation meeting. ELLs enrolling prior to the start of the school year are given the opportunity to attend Harlem Children's Zone summer programming.

17. What language electives are offered to ELLs?
03M149 does not offer language electives.

18. 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) ELL students receive instruction in each language?
   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)?
   Not Applicable

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 and non-pedagogic staff.) 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?
03M149 provides and sustains opportunities for all teachers to participate in meaningful professional development in order to ensure home language and new language development is fostered. The ENL teachers at 03M149 participate in school-wide professional development every week around topics of instructional planning, data analysis, assessment alignment, and pedagogical strategies. ENL teachers also meet with instructional coaches weekly to coordinate instructional plans focused on the implementation of building background knowledge for academic achievement strategies across all content areas to support ELLs. ENL teachers have the opportunity to attend out of school professional development through Teachers College Reading and Writing Project and the DOE. All teachers attend a minimum of five professional development sessions focused on the instructional needs of ELLs.

2. 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.
Weekly professional development held at 03M149 is held to provide all teachers with the tools and knowledge needed to ensure our growing population of ELL students have the services they require to be successful. Attendance is taken at each professional development session and agendas are distributed and filed for school records. All teachers attend a minimum of five professional development sessions focused on the instructional needs of ELLs.
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?
ENL teachers schedule annual meetings with ELL parents during school wide parent engagement and other professional work times. These meetings are attended by a qualified translator/interpreter in order to ensure parents are sufficiently informed of the services their child/ren is receiving and the progress the student is making in English proficiency. Attendance and minutes at these meetings are taken and filed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
03M149 provides parents with opportunities to be active members of the school community. Inter-grade TCRWP Trimester Publishing Parties provide parents of ELLs to engage with school staff, other parents, and students and celebrate the academic achievements of their students. Monthly parent workshops are held to support families to stay aware of school activities and provide parents with tools to support their child academically. Our Parent Coordinator supports parents in connecting them with community resources and social services.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Claudia Aguirre, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Aguirre</td>
<td>Principal</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Delousie Briggs</td>
<td>Assistant Principal</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Anita Bradley</td>
<td>Parent Coordinator</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Sonia Martinez</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Noelle Dunn</td>
<td>Coach</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Catharine Simler</td>
<td>Coach</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Mayela Gaytan</td>
<td>School Counselor</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td>Ilene Altschul</td>
<td>Superintendent</td>
<td></td>
<td>11/15/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delouise</td>
<td>Briggs</td>
<td>Assistant</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Dunn</td>
<td>Noelle</td>
<td>Instructional Coach</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Martinez</td>
<td>Sonia</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   At P.S. 149 the language preferences of our parent community are assessed using the Home Language Survey, the preferred language of communication on the Emergency Contact cards and through the formal one on one ENL welcoming meetings.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>76.97%</td>
<td>English</td>
<td>77.26%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>18.66%</td>
<td>Spanish</td>
<td>18.95%</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>1.75%</td>
<td>French</td>
<td>1.75%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>1.46%</td>
<td>Arabic</td>
<td>1.17%</td>
</tr>
<tr>
<td>Bengali</td>
<td>Bengali</td>
<td>.58%</td>
<td>Bengali</td>
<td>.29%</td>
</tr>
<tr>
<td>Bambara</td>
<td>Bambara</td>
<td>.58%</td>
<td>Bambara</td>
<td>.58%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Calendars</td>
<td>Each month Sept 2017-June 2018</td>
<td>Spanish speaking staff members work to translate names of events or other important dates on School Calendars and Class Newsletters for parents who need this information in Spanish. For any other language these monthly documents are sent to the Translation and Interpretation unit.</td>
</tr>
<tr>
<td>Class Newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic and Behavior Alerts</td>
<td>Academic alerts are sent at least 3 time a year if students are in danger of failing a class.</td>
<td>For important documents like these, if the parents' preferred language is anything besides Spanish, they will</td>
</tr>
</tbody>
</table>
Behavior alerts are sent whenever parents need to be notified if a student has engaged in inappropriate behavior. They will be sent to the Translation and Interpretation unit.

Individual Education Plan (IEP)

<table>
<thead>
<tr>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If IEPs need to be translated, staff members will find the templates for the preferred language then fill in the information before sending it to the Translation and Interpretation unit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent teacher conferences</td>
<td>3 times a year, November 2017, March 2018, June 2018</td>
<td>During every Parent Teacher Conference, Interpreters are brought to the school using the DOE contracted vendor.</td>
</tr>
<tr>
<td>Annual IEP meetings</td>
<td>Once a year</td>
<td>During annual IEP meetings, over the phone interpretation services are always available for parents.</td>
</tr>
<tr>
<td>Annual ENL progress meeting</td>
<td>Once a year</td>
<td>During the annual ENL progress meeting, over the phone interpretation services are available for parents.</td>
</tr>
<tr>
<td>Curriculum night</td>
<td>Once a year</td>
<td>During Curriculum night Interpreters are brought to the school using the DOE contracted vendor.</td>
</tr>
</tbody>
</table>

Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, our Spanish speaking parent coordinator works swiftly to contact families. She is able to easily communicate with Spanish speaking parents. For any other language our parent coordinator and designated staff members will use the over the phone interpretation services.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff are provided with Chancellor’s Regulation A-663. The Language Access Coordinator is in charge of providing all staff members with the information needed to access the free over the phone interpretation services. Resources needed will be made available through a memo sent out by the Language access coordinator.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

At the entrance of our school we have a welcome sign provided by the DOE Translation and Interpretation Office that indicates that the school can provided language resources to parents. School staff members also remind and notify parents of their rights to language access whenever they enter the school building.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Every year PS 149 distributes an anonymous school survey where parents can voice their opinions and concerns. This survey is available in many languages, parents can easily access it in their preferred language. The school takes this feedback into consideration when preparing a parent outreach plan for future events. The ENL, Parent coordinator, Guidance Counselors and other staff members work to build a strong relationship with our parents and students. This creates an open field of communication in order for us to receive feedback on how we can improve.