



**P.S. 147 ISAAC REMSEN**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 147 ISAAC REMSEN**  
**ADDRESS: 325 BUSHWICK AVENUE**  
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**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Julia DiSalvo Drake	Principal	Electronic Signature Approved.
Michael Pinkava	UFT Member	Electronic Signature Approved.
Jeannie Lawrence	UFT Chapter Leader	Electronic Signature Approved.
Tatiana Johnson Lopez	Parent	Electronic Signature Approved.
Tommasina Galeotafiore	UFT Member	Electronic Signature Approved.
Michele Carrera	UFT Member	Electronic Signature Approved.
Elizabeth Frobel	UFT Member	Electronic Signature Approved.
Shamiah Squires	Parent	Electronic Signature Approved.
Bernadette Colon	Parent	Electronic Signature Approved.
Kisha Dyer	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Josie Healy	UFT Member	Electronic Signature Approved.
Caitlin Gordon	UFT Member	Electronic Signature Approved.
Leila O'Garro	Parent	Electronic Signature Approved.
Princess Davis	Parent	Electronic Signature Approved.
Lakima Dyer	Parent	Electronic Signature Approved.

Mary Torres	Parent	Electronic Signature Approved.
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\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Mission of Public School 147 is to provide authentic learning experiences that foster the development of the "whole" child by creating a child centered environment that utilizes workshop model teaching which serves and supports individual needs and learning styles. We are committed to building a caring community of learners that work hard to excel, where the entire school community works collaboratively to ensure all its members grow as learners.

The Vision of Public School 147 is to create a caring community of learners that values diversity, equity, and life-long learning. Through reflection and the sharing of ideas, teachers, parents, and staff will work collaboratively to ensure that each individual achieves his/her fullest potential. We believe individuals learn best in a nurturing environment where language, culture, and individual differences are celebrated. Through authentic learning experiences, students will become independent life long learners who think creatively, critically and analytically. We want to empower our students with the dispositions and abilities needed to build a better society. The school community is committed to ensuring all students achieve high levels of success by establishing clear expectations within a standards-based curriculum that strives for rigor in all aspects of teaching and learning.

## SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 147 Isaac Remsen								
<b>District:</b>		14	<b>DBN #:</b>		14K147	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		28	29	31			92.4	92.5	TBD	
Kindergarten		37	40	36						
Grade 1		39	32	40	<b>Student Stability - % of Enrollment:</b>					
Grade 2		52	27	32	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		52	44	28			98.5	92.13	TBD	
Grade 4		47	49	42						
Grade 5		46	34	43	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			81	81	89.4	
Grade 8		0	0	0						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			6	14	TBD	
Grade 12		0	0	0						
Ungraded		1	0	0	<b>Recent Immigrants - Total Number:</b>					
Total		302	255	252	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							1	0	0	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		23	23	21	Principal Suspensions		13	21	TBD	
# in Collaborative Team Teaching (CTT) Classes		11	10	8	Superintendent Suspensions		1	6	TBD	
Number all others		9	8	11						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff:</b>			
# receiving ESL services only	41	32	22	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	5	11	Number of Teachers	30	28	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	4	TBD
				Number of Educational Paraprofessionals	5	5	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	83.3	78.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	63.3	57.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	86	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.6	100	TBD
Black or African American	43	42.7	39.7				
Hispanic or Latino	56.3	56.9	59.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0	0				
White	0.3	0.4	0.4				
Multi-racial							
<b>Male</b>	43.7	47.5	44.4				
<b>Female</b>	56.3	52.5	55.6				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	W
<b>Overall Score</b>	55.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)	13.1	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	26.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3	Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Summary of School Performance Trend: \_

Looking at the 2009 results on the State ELA and the State Math test, the NYSESLAT, the Quality Review and the Progress Report data, it is evident that the school has achieved significant improvement in student progress. According to our 2009-2010 Math test results: 45.5% of our students are currently at proficiency. The median student proficiency is 2.88. We intend to build on that success through the 2010-2011 Goals and Objectives. On the school Progress Report, the schools overall score was an "A". Improving our overall score by 8.1 points! Our school did better than 84% of all elementary schools citywide. However we would like to make further gains and improve our student performance. Another great accomplishment at Public School 147 is our 16.7% increase in student progress. What a huge jump! On the Quality Review, we received a "Well Developed" for the third year in a row. This is due to the collaborative process between teachers, coaches, parents, education consultants and administrators. Our school uses data wisely. We use data to drive our instruction. Each student has clear measurable goals in all subject areas. Students work toward mastering these goals. At Public School 147, decision-making is a collaborative process. Teacher schedules align for specific grade, special education and new teacher professional development opportunities. On the 2009-2010 Learning Environment Survey, 100% of our parents completed the survey. Our school had extremely high levels of parent- teacher satisfaction. We take pride in our collaborative efforts among school community members to improve student learning.

Implications for the ELA/Math:

There is a need to intensify our efforts in improving the acquisition of literacy of the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades. Our population of English Language Learners necessitates that the school continues its efforts by providing extensive staff development for our entire staff. Professional development for teachers in the use of technology will be intensified to support instruction, to organize data, and monitor student progress. Teachers will continue to be involved in Inquiry Team work on all grade levels. Inquiry Teams will utilize the inquiry process with a targeted group to fully expand the Inquiry Team work to ensure student success. Through the inquiry process, teachers will develop skills in organizing and

analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction. It is essential to integrate comprehension-reading strategies into math processes to enable students to become good mathematical problem solvers. Therefore, we will continue rigorous Staff Development with teachers in all aspects of math. In addition, we will continue to incorporate constructivist approaches to further enhance teachers' ability to develop critical thinking and mathematical reasoning skills in students. Our goal is to balance the dimensions of computational fluency by giving students strategies to use with flexibility, accuracy and efficiency. We will continue our Professional development for teachers to differentiate instruction to meet the needs of all students, including high performing students, the ELLs, at risk students, and special education students. Educational consultants, administrators, coaches, and teachers will provide professional development. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides.

Significant aids or barriers to the school's continuous improvement:

One significant barrier to our school's continuous improvement is attendance. Our school's attendance rate is 92.1%. We have put several measures in place to combat this issue including: an attendance team, school-wide incentives, phone call system to parents on the day of the absence, and home visits. Due to budgetary cuts, our after school program is limited. Public School 147's after school program provides students with a more individualized remediation. Our special education and ELLs students still need additional support. Even though scores and performance have improved, the school needs to implement more strategies that can provide the support they require.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/>  1. By June 2011, at least 75% of our students in grades 4 and 5 will demonstrate 1% growth in scale score or maintain proficiency on the New York State English Language Arts exam.	<input type="checkbox"/> Students in grades 4 and 5 will demonstrate progress in English Language Arts as measured by the New York State English Language Arts exam.
<input type="checkbox"/> 2. By June 2011, at least 75% of our students in grades 4 and 5 will demonstrate 1% growth in scale score or maintain proficiency on the New York State Math exam.	<input type="checkbox"/> Students in grades 4 and 5 will demonstrate progress in Math as measured by the New York State Math exam.
<input type="checkbox"/> 3. By June 2011, 100% of classroom teachers K-5 will engage in the Schoolwide Enrichment Model practices utilizing the Independent Investigative Method on a weekly basis as measured by observations and collections of plans, artifacts, final products, and presentations.	<input type="checkbox"/> An enrichment committee of teachers has been established and is responsible for attending training, turn keying this information, guiding the staff through the process, and coordinating events related to each cycle.
<input type="checkbox"/> 4. By June 2011 school year, <i>in addition to regularly scheduled parent events</i> , PS 147K will afford 8 opportunities for parents to get involved in the classroom community by hosting monthly events that allow families to be able to support school efforts in the home, as measured by 8 Parents in the Classroom attendance sheets.	<input type="checkbox"/> All teachers will invite families to visit the classroom monthly and engage in a classroom activity with their child. These activities will vary from month to month but will compliment what the children are studying in class.
<input type="checkbox"/> 5. Continue to the next phase of implementation	<input type="checkbox"/> Continue to collaborate with Donald Don from the

<p>of schoolwide Positive Behavior Intervention and Support (PBIS), including continuation of Check In Check Out (CICO) and Tier III systems, by June 2011, in order to continue to build a positive work/learning environment and enhance our school community while decreasing the amount of negative incidents as measured by OORS and SWIS reporting.</p>	<p>Office of Special Education, and work closely with our School Based Support Team and PS 147 PBIS Committee, in order to plan interventions/next steps for the top 5% of students on our Matrix, including what to do with Tier II interventions do not seem to be effective.</p>
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## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**ELA (Goal #1)**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, at least 75% of our students in grades 4 and 5 will demonstrate 1% growth in scale score or maintain proficiency on the New York State English Language Arts exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>The school will share the learning of teacher teams across grade levels to build future capacity among all students and develop school-wide best practices. Maintain records of streaming group composition and movement as well as regularly analyze student data surrounding the completion of each assessment period.</p> <p>Schedule accommodations are also required to enable availability of additional personnel support for streaming classes. Meetings with teachers about “streaming” occur during teacher prep periods after assessments have been implemented in the classroom.</p> <p>Responsible Staff: All 4-5<sup>th</sup> grade teachers and related support staff including Data Specialist, Principal &amp; Assistant Principal. LitLife and AUSSIE consultants as well as F-Status AIS Providers.</p> <p>Implementation timeline: After administering baseline assessments in September 2010, bi-monthly periodic assessments (as well as other ELA data such as running records) will be conducted and analyzed (in Data Talks and common planning periods) to ensure school is moving toward achieving this goal.</p>

	School will measure percentage growth at each periodic assessment and compare it to the end of year goal.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <p>Title I ARRA SWP (\$14,921) and Title I SWP (\$14,858) will support our ELA/Math after school programs as well as an F-Status AIS provider (ELA/Math). Allocated CFN money (\$27,000) will provide our staff with Network training and support throughout the school year. \$8,335 of Title I SWP money was used to purchase AUSSIE consultant services (provides professional development in ELA and training for new/untentured teachers). Additionally, \$22,757 of Title I SWP money used to purchase LitLife Consultant services (LitLife is our ELA curriculum - consultant provides professional development, teacher planning support, teacher study groups, etc) as well as an F-Status AIS provider (ELA/Math).</p> <p>Fair Student Funding is utilized as well.  TL FSF General Hold Harmless money (\$6,133) was used to purchase the services of an F-Status AIS provider (ELA/Math)</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Interim assessments, results of our 5 Assessment Periods, classroom assessments and the 2010 NYS ELA Exam

**Subject Area**  
**(where relevant) :**

**Math (Goal #2)**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, at least 75% of our students in grades 4 and 5 will demonstrate 1% growth in scale score or maintain proficiency on the New York State Math exam.
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Teacher teams will be engaged in Math professional development from K-5 including intervisitations, common planning, and model lessons in order to build capacity in the school.</p> <p>Additional meetings for first year teachers and pre-tenured teachers will further ensure quality of instruction.</p> <p>Responsible Staff: All 4-5<sup>th</sup> grade teachers and related support staff including Data Specialist. Principal &amp; Assistant Principal. LitLife and AUSSIE consultants as well as F-Status AIS Providers.</p> <p>Implementation timeline: After administering baseline assessments in September 2010, bi-monthly periodic assessments (as well as other Mathematics assessments such as Unit Exams) will be conducted and analyzed (in Data Talks and common planning periods) to ensure school is moving toward achieving this goal.</p> <p>School will measure percentage growth at each periodic assessment and compare it to the end of year goal.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Title I ARRA SWP (\$14,921) and Title I SWP (\$14,858) will support our ELA/Math after school programs as well as two F-Status AIS providers (ELA/Math).</p> <p>Allocated CFN (\$27,000) money will provide our staff with Network training and support throughout the school year</p> <p>Fair Student Funding is utilized as well.  TL FSF General Hold Harmless money (\$6,133) was used to purchase the services of an F-Status AIS provider (ELA/Math)</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Results of predictives / in-house assessments / periodics / Acuity / Math State Exam  Teacher feedback forms from PD
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**Subject Area (where relevant) :**                      **Enrichment (Goal #3)**  


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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 100% of classroom teachers K-5 will engage in the Schoolwide Enrichment Model practices utilizing the Independent Investigative Method on a weekly basis as measured by observations and collections of plans, artifacts, final products, and presentations.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <p>K-3 Classroom teachers:</p> <p>4/5 Classroom teachers:  Internships to take place once a week from November to June.</p> <p>Out of Classroom Teachers:  Internships to take place once a week from November to June.</p> <p>Schoolwide Enrichment Committee will meet to plan each phase of SEM and assemble resources to support teachers with implementation</p> <ul style="list-style-type: none"> <li>- The committee will develop and share resources that will allow the teachers to get started with this enrichment model</li> <li>- Common planning will be given to grade level teams so the units of study can be planned collaboratively (school schedule aligned)</li> <li>- Prep coverage may be used to cover teachers for further training and collaborative grade level planning</li> </ul> <p>Responsible Staff: All K-5<sup>th</sup> grade teachers (Including teachers who are Enrichment Committee members) and related support staff. Principal &amp; Assistant Principal.</p> <p>Implementation timeline:</p>

	<p>There will be two cycles. Responsible staff will review at the start and conclusion of each cycle to ensure that the school is moving toward achieving this goal.</p> <p>Cycle 1 November - February Cycle 2 March – June</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Time Allocations used to fund substitute coverage as well as 689 and 451 monies utilized to register participants etc)</p> <p>Money will be used to send teachers to relevant training (TL One Allocated CFN money (\$27,000) will provide our staff with Network training and support throughout the school year</p> <p>Fair Student Funding is utilized as well.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Results from enrichment surveys (Children and teachers) at the end of each cycle as well as culminating presentation/project from each teacher/class.</p> <p>We will also conduct learning walks to look at artifacts, final products, and presentations to show evidence of Enrichment being conducted in the classrooms.</p>

**Subject Area  
(where relevant) :**

**Parent Involvement (Goal #4)**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011 school year, <i>in addition to regularly scheduled parent events</i>, PS 147K will afford 8 opportunities for parents to get involved in the classroom community by hosting monthly events that allow families to be able to support school efforts in the home, as measured by 8 Parents in the Classroom attendance sheets.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Classroom teachers will plan for and implement monthly opportunities for families to visit classroom and engage in activities with their children</li> <li>• These events will compliment the units of study that the children are engaged in and give the families a better idea of what the children are doing each day in the classroom</li> <li>• These visits will be planned collaboratively by each grade level</li> <li>• Our Parent Coordinator will support us in getting the word out to parents and hosting these events</li> <li>• Parents who attend these events will be given resources to further support their children at home in the area presented in the classroom</li> </ul> <ul style="list-style-type: none"> <li>• Responsible Staff: All teachers and related support staff (including Parent Coordinator). Principal &amp; Assistant Principal.</li> <li>• Implementation Timeline: The first session will be held November 17, 2010 and each month thereafter. Responsible Staff will monitor progress toward achieving this goal monthly.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• A portion of our parent involvement money this year will go towards supporting this effort to get parent involved in the everyday life of their children.</li> </ul> <p>\$900 of Title I SWP</p> <ul style="list-style-type: none"> <li>• In past years a portion of our Title III parent involvement dollars went towards doing this work with our ESL families as well however, we will not be receiving Title III monies this year because we do not qualify as we had fewer than 30 ELLs</li> <li>• Fair Student Funding is utilized as well.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Each class will host a monthly event for parents</li> <li>• Parent Survey results (Informal at the school level and on the NYCDOE Survey)</li> <li>• Parent attendance recorded on sign-in sheets</li> </ul>

- 8 sign in sheets are used to document attendance of parents.

**Subject Area  
(where relevant) :**

**Positive Behavior Intervention and  
Support (Goal #5)**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>Continue to the next phase of implementation of schoolwide Positive Behavior Intervention and Support (PBIS), including continuation of Check In Check Out (CICO) and Tier III systems, by June 2011, in order to continue to build a positive work/learning environment and enhance our school community while decreasing the amount of negative incidents as measured by OORS and SWIS reporting.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Continue with regular PBIS committee meetings to develop activities for the school and support the teachers in their use of PBIS</li> <li>• Continue with the Tier 2 point system to support those children who present with behavior concerns.</li> <li>• Develop a system for referring children for Tier 1 invention services in collaboration with the PPT team.</li> <li>• Review and utilize the new NYCDOE Discipline code to inform the work of the PBIS committee and discipline in the school.</li> <li>• Cluster teachers participate in Inquiry Work re: PBIS</li> </ul> <p>Responsible Staff: All PS 147 Staff (including PBIS Committee members and Principal &amp; Assistant Principal). Implementation Timeline: At monthly PBIS meetings progress toward this goal will be monitored. A fall retreat will be held to help launch the implementation of this goal as well.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Per session for members of the PBIS Committee that spend time before school meeting (\$2,868 TL FSF). Our schedule currently allows cluster teachers to meet during their PA period on Fridays 7<sup>th</sup> period to support PBIS and aide the PBIS Committee. \$300 of Title I SWP money was also spent renewing our SWIS membership which is the program that the PBIS Committee uses to track student behaviors and identify students in need of supports. Fair Student Funding is utilized as well.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>-SWIS forms (number of minor vs. major incidents tracked)</li> <li>- Learning Environment Survey (maintain degree of satisfaction)</li> <li>- Continued presence throughout the school building (increase the number of school-wide events / Spirit Days etc.)</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	40	36	N/A	N/A				
2	35	31	N/A	N/A				
3	23	23	N/A	N/A				
4	25	26						
5	42	43						
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<input type="checkbox"/> We have utilized funds to reduce classroom size in most grades, in order to provide individualized instruction. All K-5 teachers are using scaffolding strategies to address the needs of our students during the school day. During the 90 minute literacy block, teachers provide small group instruction using guided and shared reading strategies. During the two 75 minute extended days, additional staff members push in to the classrooms and provide small group instruction (in ELA and Math). We have also hired an F-Status teacher to provide additional AIS services to students. At present we have 20 days of this service. This AIS provider utilizes Voyager, Guided Reading, and Directed Reading and Thinking Activities for small group (and sometimes individualized) instruction. In addition to the opportunities above, if funding allows, services will be provided after school 2 days a week with a focus alternately on ELA and Math.
<b>Mathematics:</b>	<input type="checkbox"/> We have utilized funds to reduce classroom size in most grades, in order to provide individualized instruction. Provide upper grade students intervention in Mathematics using Everyday Math supplements using small group instruction. During the two 75 minute extended days, additional staff members push in to the classrooms and provide small group instruction. We have also hired an F-Status teacher to provide additional AIS services to students. At present we have 20 days of this service. This AIS provider utilizes Everyday Math Interventions and Readiness lessons while helping at-risk students. In addition to the opportunities above, if funding allows, services will be provided after school 2 days a week with a focus alternately on ELA and Math.
<b>Science:</b>	<input type="checkbox"/> Classroom teachers provide upper grade students intervention in Science using small group instruction using guided and shared reading techniques.
<b>Social Studies:</b>	<input type="checkbox"/> Classroom teachers provide upper grade students intervention in Social Studies using small group instruction using guided and shared reading techniques.

<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> While no students are being seen yet, in the past clubs have been established to focus on socialization skills with an emphasis on respect, self esteem and friendship.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> While no students are being seen yet, provides services to at-risk students in a small group setting and/or one to one, (depending on the student's need).
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> While no students are being seen yet, provides services to at-risk students in a small group setting and/or one to one, (depending on the student's need).
<b>At-risk Health-related Services:</b>	<input type="checkbox"/>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**K-5**

**Number of Students to be Served:**

**LEP 21**

**Non-LEP 8**

**Number of Teachers 1 ESL teacher**

**Other Staff (Specify) n/a**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Type of program: ESL pull out program /push-in. Number of students: 27 (in grades K-5). English is the language of instruction. Throughout the push-in model collaboration is done with the classroom teacher to enhance English language learning experience through picture support and additional space and time to complete the goal of the lesson. The rationale for the pull out program is to focus upon improving skills observed to be deficient during push-in time. Times per day include: once a day for all English language learners, amounting to 5 times a week. The service provider is certified in Elementary Education and holds a Supplementary Certification in TESOL.

## Identification Process

**1. P.S. 147 follow the New York City Department of Education requirements to identify ESL students and the procedures to place them in the correct program. As students are registered at PS 147, parents are given the Home Language Identification Survey (HLIS). The certified ESL teacher or pupil accounting secretary is responsible for administering the HLIS, reviewing the form, and conducting the subsequent informal interview of the child. Once it is determined that a language other than English is spoken in the home by the student, the LAB-R assessment is administered. The LAB-R evaluates the student's proficiency level of the English Language. It is administered and scored by the ESL teacher within the first 10 days of registration. English Language Learners in grades K-5 at the end of the year are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Once raw scores are determined per modality, converted scores are tabulated in order to evaluate the child's weaknesses and strengths. The child may exit the ESL program once they have reached a proficient level on the NYSESLAT.**

2. The parents of entitled students who do not pass the LAB-R and qualify for ESL services are then invited to an orientation, which is scheduled as students are registered. There will be one orientation meeting held directly after receiving LAB-R results in October, and subsequent meetings as necessary as students register. The orientation is led by the ESL teacher as well as the parent coordinator. This

meeting explains the three program options offered to ELLs. The three options are Transitional Bilingual, Dual Language, and ESL. Translation services are available for parents that need it. Literature is also provided in their native language to further explain the three options offered. We encourage families to stay at PS 147, where ESL is the option offered. However if parents feel that another option is best for their child, the parent coordinator will assist in locating schools that have the desired program.

3. Entitlement letters are distributed after a child is first found to be entitled to ESL services. Entitlement letters are provided in both English and the native language of the child. Parents are asked to attend the parent orientation where program selection forms are distributed and each service is explained to the parent. Once distributed parents are asked to answer each question on the program selection form. The ESL teacher and parent coordinator will follow up to ensure that the forms are returned.

4. Students are identified by the Home Language Survey, and eligible students are given the LAB-R within the first 10 days they are at school. Parents of students who tested as entitled are notified and encouraged to attend an orientation about the program choices. The Parent Survey and Program selection forms are distributed at the orientation. Identified ELLs are placed in the bilingual/ESL program once both a LAB-R exam is administered and the child has been found as entitled; or the child did not pass out of the program utilizing the NYSESLAT Assessment. Once a child has not passed out of the bilingual/ESL program, the parent is sent a letter which explains that the child remains entitled to bilingual/ESL services. This letter is sent to the parent in both in English and translated native language.

5. After reviewing the parent Survey and Program Selection for the last few years, the ESL program remains the program of choice for parents of ELL students at P.S. 147.

6. Program models offered at P.S. 147 is aligned with the parent's requests including results from assessment exams and student progress.

## **Programming**

1. ELLs are heterogeneously grouped in classes and mixed proficiency levels exist in classes. P.S. 147 currently implements the Lit Life model, which focuses on four key components: the development of good reading and writing habits, a knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively amongst all students including ELLs. Everyday Math is utilized as the curriculum of choice. ELL programming utilizes these curricula to help scaffold student learning in their regular classrooms. Additional support is offered to ELLs through the following models.

a. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression,

receive Academic Intervention Services in language arts. These services are provided on both a small group pull out and/ or push

in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Direct service is provided by AIS specialist. Each student needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary. ELLs specifically are also serviced through ESL. There is a combination of push-in and pull-out models. When students are pulled-out the goal is to address students' needs through individualized tutoring, and use of Words their Way and Achieve 3000. When the ESL specialist pushes-in, the goal is to ensure that students are benefiting fully from lessons through differentiation and individualized attention.

b. Several different program models are also used in terms of grouping students. Models include ungraded, heterogeneous, and block. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students at different levels of proficiency. Activities are differentiated based on appropriate expectations for each child. In block groups the focus of the class is something everyone in that class is working on, providing common ground and the opportunity to bolster student learning in content areas.

2. Attendance is taken in each class to ensure each entitled student is receiving the mandated number of instructional minutes:

Beginning 60% NL 40% Eng

Intermediate 50% NL 50% Eng

Advanced 25% NL 75% Eng

a. Explicit ESL instructional minutes are delivered via 360 minutes per week for both beginner and intermediate leveled students and 180 minutes per week for Advanced students. ELA instruction is also provided explicitly to each student for 90

minutes per day, fulfilling the required 180 minutes per week.

3. Throughout the push-in program model the content areas are delivered in collaboration with the general education teachers. The pull-out model is focused upon understanding core vocabulary as well as the skills needed to succeed in reading and writing, as well as all content areas. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated ESL/ ELA and content learning standards and the core curriculum.

4. a) P.S.147 does not maintain a SIFE population of ELLs. If a student were to register, they would participate in the same instructional models as other ELLs, with the addition of a buddy assigned to help them transition. Additionally teachers will modify their instruction in order to accommodate a SIFE student. Small groups would be utilized, as well as extra visual aids and hands-on activities. Vocabulary, phonics, and letter activities would be central to SIFE language acquisition. The programs available to newcomers would also be available to SIFEs.

b) Newcomers at P.S. 147 are served with the intention of giving them the language skills they need to function successfully in their new country, community, and school. Vocabulary, phonics, and letter activities are utilized to start from the very beginning of language acquisition. Our plan for academic language development is to provide students with extra opportunities of support. Those opportunities come from Academic Intervention in which teachers push-in to the classroom to provide support. P.S. 147 also offers before and after school enrichment program, both of which ELL's are invited to attend.

c) The content-oriented focus of the ESL program helps to accelerate academic language proficiency in 4-6 year ELLs by teaching English and content simultaneously. The ESL Program also integrates content and language instruction to promote academic language development. Additionally, classroom teachers and educational support staff play a huge role in the development of academic language through their content instruction. NYSESLAT data for each modality are used to determine areas to focus on with each student. NYSESLAT test prep helps bolster students in the areas in which they need to improve in order to test as 'proficient.'

d) P.S. 147 does not maintain a Long-Term population of ELLs. If there were to be long term ELL students, they would receive specialized instruction in which their areas of weakness are identified and directly addressed in a small group setting, in order to provide them with the specific skills they need to achieve in order to reach proficiency.

e) ELLs in Special Education receive mandated services based on their IEPs. The ELL students who are identified as special needs maintain strong oral English conversational fluency, but are lacking academic language skills. These specific students will be provided

language support in order to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities.

5. ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression, receive Academic Intervention Services in language arts and mathematics. These services are provided on both a small group pull out and/or push in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Direct service is provided by an AIS specialist. Each student's needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary

6. Proficient ELLs are entitled to testing accommodations for 2 years after testing out of the NYSESLAT. Once students reach the proficiency level score on the NYSESLAT exam, students are then transitioned to all English monolingual classes after becoming proficient in English. Support in ESL may be provided to the student as needed. This goal is reached through the push-in pull-out models which allow for students to spend most of the school day in the classroom with ESL services that support the classroom work. To assure things go smoothly for students who exit the program, the ESL teacher checks in on the students at the beginning of the year and throughout. Effective communication with the classroom teacher and ESL teacher is expected if regression has occurred in the student's work.

7. Last school year the Lit Life model was introduced. Lit life focuses on four key components: the development of good reading and writing habits, knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively. This year the Achieve 3000 model will be introduced. Through Achieve 3000, students read articles at their reading level, which is assessed by the program. Students then answer multiple choice questions in a format that mirrors the state tests. For ELLs, additional Spanish language support is offered, though the articles are still in English in order to build students' English reading skills.

8. No programs were discontinued for the 2010-2011 school year for ELLs. ELLs are provided with equal access to all programs in the school.

9. We work closely with Literacy Inc. This program continues to provide enriching experiences for students using literacy. We also are partnering with other organizations to enhance our arts program. Enrichment also takes place through planned lunchtime activities (a game room and organized sports during recess), our Schoolwide Enrichment Model, school trips and art residencies. Additional programs include, Extended Day, Science Fair, Family Math Night, Family Literacy Night, etc. Also some classrooms have the opportunity to work with high school students as reading partners.

10. Instructional materials used to support ELLs include big books, magnetic letters, Word their Way, verb bingo and other word games, maps, pictures and other visual supports, measurement relevant to grade level, slides, graphs, and graphic organizers, KWL charts, table alphabet, interactive writing, Word Walls with picture support for each grade, labeled objects in the classroom, folktales, newspapers, magazines, and books in small groups. Technology available to support ELLs includes laptops in the library, Smart Board in some

classrooms, Raz for Kids/Bookflick (which provide different access points depending upon fluency), and Brain Pop for ESL.

11. Native language support for families with students in ESL is provided through translated documents and meetings that include the parent coordinator serving as translator. Translation office services are utilized whenever necessary. Since most ELL students speak Spanish in the home but have had all of their schooling in English, Spanish literacy is not supported in ESL. However, students are encouraged to translate their Spanish speaking and listening skills to literacy skills in English.

12. Required services support ELLs ages and grade levels via placement in groupings which meet needs in age bracket and developmental stages.

13. n/a

14. n/a

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

1. Anticipated measurable outcomes for Professional Development will allow the ELL teacher to gain deeper understanding of supporting ELLs within their classrooms and improved administrative capacity for supporting effective ELL instruction. On-going professional development for our ELL teacher will be provided by the following:

- Inter-visitation opportunities to visit various ELL programs within the school district to view best practices in action.
- Annual Jose P. ESL Conferences
- Title III workshops provided by New York City Department of Education.
- ProTraxx at <http://pd.nycoit.org/>. A website provided by New York City Department of Education where professional development are promoted for all New York City educators
- Common planning during which the ESL teacher confers about best practices with other teachers of ELLs
- Teacher training provided by nearby colleges and universities

- Any other available professional development opportunities

2. Staff will be provided with additional workshops to assist ELLs as they transition from elementary to middle school in the following:

- Middle School visitations with ESL teacher
- The Middle School Application process (this will be facilitated by the guidance counselor)

3. The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and bilingual licenses will be facilitated by the ESL teacher. Topics presented will include second language acquisition, demystifying ELL data including analysis, CALP (Cognitive/ Academic Language Proficiency), stages of language development, content based instruction and ESL strategies and methodologies. Teachers will also elaborate on their best practices to support the English Language Learners in their classrooms by tapping into James Asher’s approach: TPR (Total Physical Response).

**Section III. Title III Budget**

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**School: PS 147**  
**BEDS Code: 331400010147**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0	<input type="checkbox"/> n/a
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	<input type="checkbox"/> n/a
<b>Supplies and materials</b>	\$900	<input type="checkbox"/> These funds allocated to support supplies needed for daily ESL

<ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>		instruction as well as fund supplies for Parent Involvement activities and Before/After School program(s).
<b>Educational Software (Object Code 199)</b>	\$0	<input type="checkbox"/> n/a
<b>Travel</b>	\$0	<input type="checkbox"/> n/a
<b>Other</b>	\$2,099	<input type="checkbox"/> Of these funds \$1,799 is allocated for Before/After School program(s) and \$300 is allocated for Parent Involvement.
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. Results of Home Language Survey stay in the office to indicate language of communication - information is entered into ATS for each new admit. Record of translation/interpretation needs maintained. Parent Coordinator and PTA inquire regularly with parents/families regarding language of communication - findings communicated with administration. Signs offering the availability of interpretation services posted prominently in Main Office and Main Entrance.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Spanish is the only other language spoken at this time (there is one family from Guinea that speaks Fulani but also speaks English). Therefore our translation/interpretation needs are English/Spanish at this time - findings reported to the school community via bilingual publications/notices etc.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A home language survey is distributed in the beginning of the year to all families. Based on the data received from this document, materials are then distributed to all families in both English and Spanish. Special documents are translated as dictated by individual family need by school based staff and support service providers.

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

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by other staff members and/or parents.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As mentioned above, home language is determined upon a student's entrance to our school, and that data is updated based on the home language survey. All materials are distributed in English and Spanish. When necessary, our school has and will request translation services to be provided by the Translation and Interpretation Unit.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$227,575	\$51,875	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,275		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2,700	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$22,757	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.  
 n/a

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

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy for PS 147

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 147, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS147’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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 147 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 147's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 147 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, PS 147 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

**PS 147 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.

- *hosting events to support, male involvement in education for their children. parents/guardians, grandparents and foster 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 (i.e. Twitter, PTA Blog, website etc.) designed to keep parents informed about school activities and student progress; and
- providing school 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;

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

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

**PS 147 School-Parent Compact**

PS 147, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS147 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

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

**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. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
  - respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by our School Leadership Team and PTA on 10/26/10.

This Parent Involvement Policy was updated on 10/26/10.

The final version of this document will be distributed to the school community on 11/9/10 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

## Section I: Schoolwide Program (SWP) Required Components

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

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

Summary of School Performance Trend: \_

Looking at the 2009 results on the State ELA and the State Math test, the NYSESLAT, the Quality Review and the Progress Report data, it is evident that the school has achieved significant improvement in student progress. According to our 2009-2010 Math test results: 45.5% of our students are currently at proficiency. The median student proficiency is 2.88. We are in the We intend to build on that success through the 2010-2011 Goals and Objectives. On the school Progress Report, the schools overall score was an "A". Improving our overall score by 8.1 points! Our school did better than 84% of all elementary schools citywide. However we would like to make further gains and improve our student performance. Another great accomplishment at Public School 147 is our 16.7% increase in student progress. What a huge jump! On the Quality Review, we received a "Well Developed" for the third year in a row. This is due to the collaborative process between teachers, coaches, parents, education consultants and administrators. Our school uses data wisely. We use data to drive our instruction. Each student has clear measurable goals in all subject areas. Students work toward mastering these goals. At Public School 147, decision-making is a collaborative process. Teacher schedules align for specific grade, special education and new teacher professional development opportunities. On the 2009-2010 Learning Environment Survey, 100% of our parents completed the survey. Our school had extremely high levels of parent-teacher satisfaction. We take pride in our collaborative efforts among school community members to improve student learning.

Implications for the ELA/Math:

There is a need to intensify our efforts in improving the acquisition of literacy of the English Language Learners, and a need to intensify our efforts in improving student comprehension in all grades. Our population of English Language Learners necessitates that the school continues its efforts by providing extensive staff development for our entire staff. Professional development for teachers in the use of technology will be intensified to support instruction, to organize data, and monitor student progress. Teachers will continue to be involved in Inquiry Team work on all grade levels. Inquiry Teams will utilize the inquiry process with a targeted group to fully expand the Inquiry Team work to ensure student success. Through the inquiry process, teachers will develop skills in organizing and analyzing data effectively to facilitate teaching and learning with an emphasis on differentiated instruction. It is essential to integrate comprehension-reading strategies into math processes to enable students to become good mathematical problem solvers. Therefore, we will continue rigorous Staff Development with teachers in all

aspects of math. In addition, we will continue to incorporate constructivist approaches to further enhance teachers' ability to develop critical thinking and mathematical reasoning skills in students. Our goal is to balance the dimensions of computational fluency by giving students strategies to use with flexibility, accuracy and efficiency. We will continue our Professional development for teachers to differentiate instruction to meet the needs of all students, including high performing students, the ELLs, at risk students, and special education students. Educational consultants, administrators, coaches, and teachers will provide professional development. We use data to support all learners in reaching their fullest potential. Monitoring student progress on a regular basis allows us to meet the needs of all learners. It is our hope that through this constant and rigorous examination of data our students will make greater academic strides.

Significant aids or barriers to the school's continuous improvement:

One significant barrier to our school's continuous improvement is attendance. Our school's attendance rate is 92.1%. We have put several measures in place to combat this issue including: an attendance team, school-wide incentives, phone call system to parents on the day of the absence, and home visits. Due to budgetary cuts, our after school program is limited. Public School 147's after school program provides students with a more individualized remediation. Our special education and ELLs students still need additional support. Even though scores and performance have improved, the school needs to implement more strategies that can provide the support they require.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Our high-quality curriculum includes LitLife in ELA (see above for more detail), Everyday Mathematics, and the other core subject areas. This year we have launched an Enrichment Program in grades K-5 (See School Goals for more information). Additionally, we provide enrichment through technology, Lego Robotics, band, Art Residencies and more. We have a Robinhood Library on site with over 11,000 books available.

Our reform strategies include providing after school programs for students across the grades in the areas of ELA (3-5) and Math (3-5) also via offering Enrichment Activities like Lego Robotics after school.

This year we continue to implement Schoolwide Enrichment during the regular school day (twice a week). For more information please see goal #3.

This year we continue to implement "streaming" during ELA which divides grades 3-5 into ability-based groups (groups reduce class size in grades 3 and 5 ... class size in grade 4 is already significantly reduced) in order to facilitate more individualized instruction, student progress and understanding.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In addition to the above, PS 147 offers after-school programs to help children prepare for state exams and for enrichment.

This year, at PS147 we provide Level 1 and 2 students (grade 4 and 5) as well as "at-risk" students (gr. 1 - 3) with an extended day program following the regular school day. Additionally, we have hired an F-Status teacher to provide at-risk AIS services during the school day. Finally, we will begin our after school SEAM (Support in ELA and Math) program next month offering additional support to students.

Existing school planning for students includes regularly scheduled common planning meetings among teachers in grade-alike and need-based teams, extensive Professional Development schedule and availability of consultants for staff development, Inquiry and Data Talk meetings at which student data is examined closely and action plans are created to address student(s) need.

o Help provide an enriched and accelerated curriculum.

**In addition to the above, PS 147 has implemented a school-wide enrichment model (SEM) for students. Two summers ago we sent staff to Confratute in order to further develop their understanding of the SEM. They formed an enrichment committee and have turn-keyed their new learning to the rest of the staff. Last year the SEM Committee went on a retreat with the Principal to plan a more academically rigorous program which we began implementing this September. Please see goal #3 for more detail.**

o Meet the educational needs of historically underserved populations.

See above. Additionally we monitor student progress keeping in mind student subgroups etc. We monitor for patterns and trends and design action plans to address our findings. Teacher training happens with this in mind.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

See above.

o Are consistent with and are designed to implement State and local improvement, if any.

See above.

3. Instruction by highly qualified staff.

The teachers that service PS 147's children are deemed highly qualified according to the annual BEDS survey. When the hiring committee is considering candidates, to fill vacancies, they consider only highly qualified candidates. Teachers who are in the process of achieving permanent certification are encouraged to attend classes on the process, offered by the UFT.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff is involved in ongoing professional development every week. Common planning periods have been established that allow our LitLife and AUSSIE consultants and Math Coach and other staff to meet with teachers. A schedule has been created to make sure that the staff receives a varied and balanced PD program. These sessions cover topics such as ELA, math, data talks, technology, ESL and others. Additional meetings are called throughout the year to address the needs of a particular group of staff members such as paraprofessionals, school aides, pupil services personnel, etc. Parents are given important information on the school's status and initiatives at PTA meetings, curriculum nights, Parents in the Classroom mornings, and via notices that are sent home with the children.

PD opportunities are plentiful and span the subject areas. Teachers are regularly scheduled for PD in ELA, Math, ESL, Technology and Data in-house. We also have consultants come to offer targeted PD such as LitLife (ELA) PD, Special Education and new-teacher/untentured teacher development/training. Teachers/staff are also sent out of the building for professional development opportunities such as Special Education, ESL, ELA, differentiation, technology, science etc. - a record of these professional development opportunities is maintained in the Main Office. Finally, staff is often sent out of the building to receive PD associated with grants and residency programs we have in the building/for the students (i.e. Art, Ballet, Botanical Gardens, Physical Education, etc.)

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

PS 147 receives numerous resumes throughout the school year. These resumes are reviewed and sorted according to certification area. When a vacancy is identified, the appropriate resumes are pulled and candidates are called for an interview before the hiring committee. Colleagues are also used as a reference for available and highly qualified candidates.

6. Strategies to increase parental involvement through means such as family literacy services.



In addition to the aforementioned, parents receive constant communication from the school via letters that are sent home with the children. Additionally Parent Coordinator and parent volunteers make phone calls to the homes to encourage parent attendance. Our parent coordinator and PTA host several workshops on various topics throughout the school year. Parent Coordinator also arranges regular book club meetings for parents of students of all ages. Parents are encouraged to attend Parents in the Classroom mornings because it gives them an opportunity to observe their children doing class work and it gives them a deeper knowledge of the curriculum. Staff members are available at dismissal time to address parental concerns and answer questions in an effort to make sure that parents have several means of receiving important information. We also collaborate with the Pre-K Social Worker to arrange parent events such as coffee/tea socials. Last year we also created a Twitter page and a PTA Blog via which to communicate with parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



Preschool parents have the opportunity to visit/tour the school during the spring. At this time, the early childhood program is outlined for parents. Families maintain close contact with our parent coordinator throughout the child's transition. Toward the end of the school year we host a workshop for the Pre-K parents re: the transition from Pre-K to K.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



All teachers are encouraged to participate in the School Leadership Team. If a teacher is unable to attend one of our meetings they may speak to any member of the team and ask them to present a concern to the team. Informal feedback about assessments is also received through our data talk structure. During data talks, teachers meet with administration/coach/consultant to discuss their assessment, how they are informing the work that they do everyday, and what is not working well. The administration/coach/consultant shares this information with the administration so changes can be made and implemented as needed.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

During our data talks, teachers discuss the progress of every child in his/her class. A plan is developed to meet each child's needs. Through professional development, the staff has been working of developing their abilities to differentiate instruction. Our Data Inquiry Team is focusing on ways to move those children who seem to be stuck in Level 2 on state exams in an effort to move more students to proficiency. This year teacher teams are focusing on students in all grades. Their findings are communicated to the rest of the school via our Data Inquiry Team which is composed of representatives from each grade. Last year we communicated our findings through a newsletter hoping that our work would affect the greater school community - we hope to continue this year.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□ See above. Also, we had Nutrition Workshops in past years which we will repeat this year (6 week program where parents learn how to make nutritious and low fat meals/choices). This year we will be providing parents with Domestic Violence training as well. Asthma, Cancer Awareness, Diabetes, Housing ... other areas we have implemented and will again and/or will explore. We also received a grant (Eat Well Play Hard) enabling us to work with our Pre-K teachers, students and families to build nutritional awareness and train participants in making nutritionally sound choices for themselves and their families.

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

### **Explanation/Background:**

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			\$51,352	True	Goals #2 and #3
Title I, Part A (Basic)	Federal	Yes			\$193,439	True	Goals #1, #2, #3, #4, #5
Tax Levy	Local	Yes			\$1,012,474	True	Goals # 1, 2, 3 & 5
Tax Levy	Local	Yes			\$608,145	True	Goals #1, 2 and 3

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<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.



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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **Part A - For Title I Schools**

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

4

2. Please describe the services you are planning to provide to the STH population.

School provides metro cards to the students. Additionally, Parent Coordinator leads McKinney-Vento workshops for parents and provides families with most recent information/opportunities. School distributes in English and Spanish the McKinney-Vento Act brochure and Short Guide to the Educational Rights of Children and Youth in Temporary Housing in New York City to parents. Posters are displayed in the PTA/Parent Coordinator room and in the school lobby.

### **Part B:**

#### **Part B - For Non-Title I Schools**

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



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

**File Name - 28\_14K147\_102210-125018.doc**

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

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

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>ESO 401</b>	District <b>14</b>	School Number <b>147</b>	School Name <b>Isaac Remsen</b>
Principal <b>Julia DiSalvo Drake</b>		Assistant Principal <b>Chayvonne Harper</b>	
Coach <b>Angela Macken (Math)</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Mindy Tauberg/ESL</b>		Guidance Counselor <b>TBD</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Kisha Dyer</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Lourdes Santiago</b>	
Related Service Provider <b>Theresa Jerome, Speech</b>		Other <b>type here</b>	
Network Leader <b>Alice Brown</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>247</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>8.50%</b>
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### Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. P.S. 147 follow the New York City Department of Education requirements to identify ESL students and the procedures to place them in the correct program. As students are registered at PS 147, parents are given the Home Language Identification Survey (HLIS). The certified ESL teacher or pupil accounting secretary is responsible for administering the HLIS reviewing the form and conducting the subsequent informal interview of the child. Once it is determined that a language other than English is spoken in the home by the student, the LAB-R assessment is administered. The LAB-R evaluates the student's proficiency level of the English Language. It is administered and scored by the ESL teacher within the first 10 days of registration. English Language Learners in grades K-5 at the end of the year are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Once raw scores are determined per modality, converted scores are tabulated in order to evaluate the child's weaknesses and strengths. The child may exit the ESL program once they have reached a proficient level on the NYSESLAT.

2. The parents of entitled students who do not pass the LAB-R and qualify for ESL services are then invited to an orientation, which is scheduled as students are registered. There will be one orientation meeting held directly after receiving LAB-R results in October, and subsequent meetings as necessary as students register. The orientation is led by the ESL teacher as well as the parent coordinator. This meeting explains the three program options offered to ELLs. The three options are Transitional Bilingual, Dual Language, and ESL. Translation services are available for parents that need it. Literature is also provided in their native language to further explain the three options offered. We encourage families to stay at PS 147, where ESL is the option offered. However if parents feel that another option is best for their child, the parent coordinator will assist in locating schools that have the desired program.

3. Entitlement letters are distributed after a child is first found to be entitled to ESL services. Entitlement letters are provided in both English and the native language of the child. Parents are asked to attend the parent orientation where program selection forms are distributed and each service is explained to the parent. Once distributed parents are asked to answer each question on the program selection form. The ESL teacher and parent coordinator will follow up to ensure that the forms are returned.

4. Students are identified by the Home Language Survey, and eligible students are given the LAB-R within the first 10 days they are at school. Parents of students who tested as entitled are notified and encouraged to attend an orientation about the program choices. The Parent Survey and Program selection forms are distributed at the orientation. Identified ELLs are placed in the bilingual/ESL program once both a LAB-R exam is administered and the child has been found as entitled; or the child did not pass out of the program utilizing the NYSESLAT Assessment. Once a child has not passed out of the bilingual/ESL program, the parent is sent a letter which explains that the child remains entitled to bilingual/ESL services. This letter is sent to the parent in both in English and translated native language.

5. After reviewing the parent Survey and Program Selection for the last few years, the ESL program remains the program of choice for parents of ELL students at P.S. 147.

6. Program models offered at P.S. 147 is aligned with the parent's requests including results from assessment exams and student progress.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	9	0	1	12	0	5	0	0	0	21
<b>Total</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	2	3	3	9								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>21</b>						

## Part IV: ELL Programming

A. Programming and Scheduling Information	
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?</li> </ol> </li> <li>2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to each language development.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. ELLs are heterogeneously grouped in classes and mixed proficiency levels exist in classes. P.S. 147 currently implements the Lit Life model, which focuses on four key components: the development of good reading and writing habits, a knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively amongst all students including ELLs. Everyday Math is utilized as the curriculum of choice. ELL programming utilizes these curricula to help scaffold student learning in their regular classrooms. Additional support is offered to ELLs through the following models.</li> </ol>

a. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression, receive Academic Intervention Services in language arts. These services are provided on both a small group pull out and/ or push in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Direct service is provided by AIS specialist. Each student needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary. ELLs specifically are also serviced through ESL. There is a combination of push-in and pull-out models. When students are pulled-out the goal is to address students' needs through individualized tutoring, and use of Words their Way and Achieve 3000. When the ESL specialist pushes-in, the goal is to ensure that students are benefiting fully from lessons through differentiation and individualized attention.

b. Several different program models are also used in terms of grouping students. Models include ungraded, heterogenous, and block. In ungraded and heterogenous groups, students benefit from the opportunity to guide or be guided by students at different levels of proficiency. Activities are differentiated based on appropriate expectations for each child. In block groups the focus of the class is something everyone in that class is working on, providing common ground and the opportunity to bolster student learning in content areas.

2. Attendance is taken in each class to ensure each entitled student is receiving the mandated number of instructional minutes:

Beginning	60% NL 40% Eng
Intermediate	50% NL 50% Eng
Advanced	25% NL 75% Eng

a. Explicit ESL instructional minutes are delivered via 360 minutes per week for both beginner and intermediate leveled students and 180 minutes per week for Advanced students. ELA instruction is also provided explicitly to each student for 90 minutes per day, fulfilling the required 180 minutes per week.

3. Through out the push-in program model the content areas are delivered in collaboration with the general education teachers. The pull-out model is focused upon understanding core vocabulary as well as the skills needed to succeed in reading and writing, as well as all content areas. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated ESL/ ELA and content learning standards and the core curriculum.

4. a) P.S. 147 does not maintain a SIFE population of ELLs. If a student were to register, they would participate in the same instructional models as other ELLs, with the addition of a buddy assigned to help them transition. Additionally teachers will modify their instruction in order to accommodate a SIFE student. Small groups would be utilized, as well as extra visual aids and hands-on activities. Vocabulary, phonics, and letter activities would be central to SIFE language acquisition. The programs available to newcomers would also be available to SIFEs.

b) Newcomers at P.S. 147 are served with the intention of giving them the language skills they need to function successfully in their new country, community, and school. Vocabulary, phonics, and letter activities are utilized to start from the very beginning of language acquisition. Our plan for academic language development is to provide students with extra opportunities of support. Those opportunities come from Academic Intervention in which teachers push-in to the classroom to provide support. P.S. 147 also offers before and after school enrichment program, both of which ELL's are invited to attend.

c) The content-oriented focus of the ESL program helps to accelerate academic language proficiency in 4-6 year ELLs by teaching English and content simultaneously. The ESL Program also integrates content and language instruction to promote academic language development. Additionally, classroom teachers and educational support staff play a huge role in the development of academic language through their content instruction. NYSESLAT data for each modality are used to determine areas to focus on with each student. NYSESLAT test prep helps bolster students in the areas in which they need to improve in order to test as 'proficient.'

d) P.S. 147 does not maintain a Long-Term population of ELLs. If there were to be long term ELL students, they would receive specialized instruction in which their areas of weakness are identified and directly addressed in a small group setting, in order to provide them with the specific skills they need to achieve in order to reach proficiency.

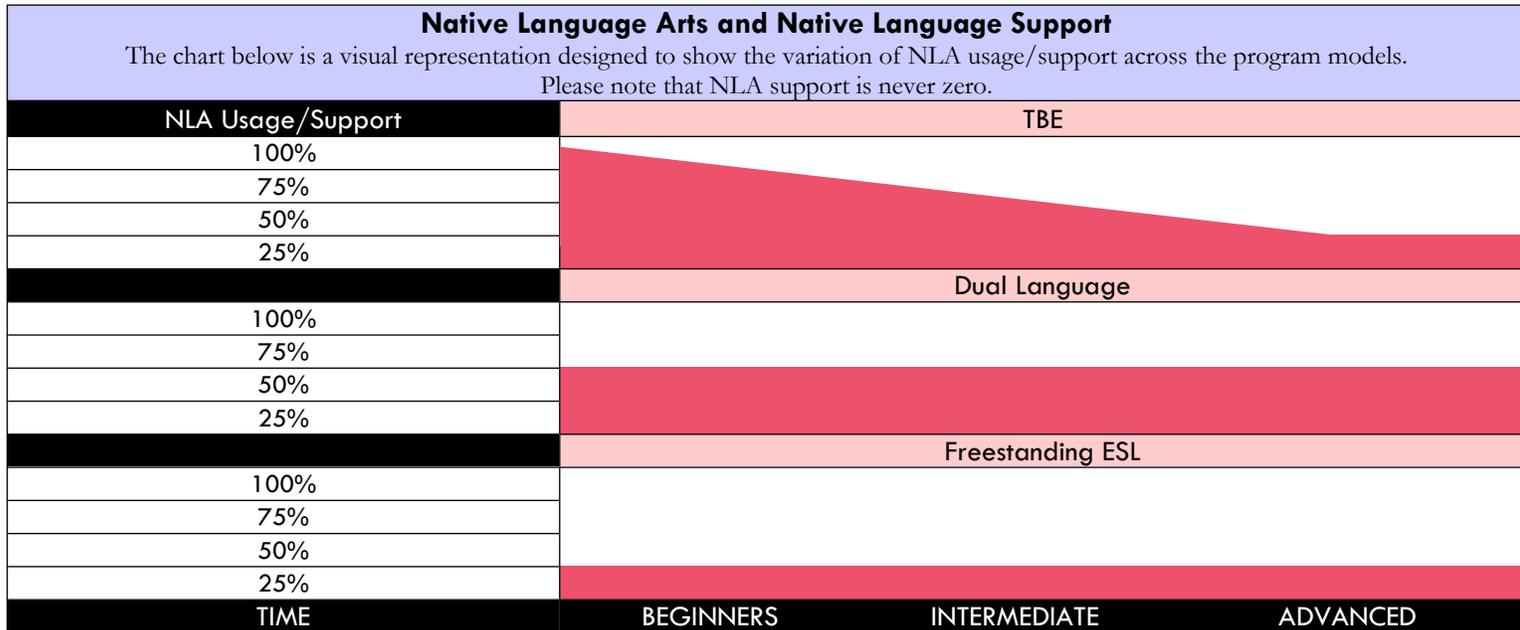
e) ELLs in Special Education receive mandated services based on their IEPs. The ELL students who are identified as special needs maintain strong oral English conversational fluency, but are lacking academic language skills. These specific students will be provided language support in order to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression, receive Academic Intervention Services in language arts and mathematics. These services are provided on both a small group pull out and/or push in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Direct service is provided by an AIS specialist. Each student's needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary
6. Proficient ELLs are entitled to testing accommodations for 2 years after testing out of the NYSESLAT. Once students reach the proficiency level score on the NYSESLAT exam, students are then transitioned to all English monolingual classes after becoming proficient in English. Support in ESL may be provided to the student as needed. This goal is reached through the push-in pull-out models which allow for students to spend most of the school day in the classroom with ESL services that support the classroom work. To assure things go smoothly for students who exit the program, the ESL teacher checks in on the students and the beginning of the year and throughout. Effective communication with the classroom teacher and ESL teacher is expected if regression has occurred in the students work.
7. Last school year the Lit Life model was introduced. Lit life focuses on four key components: the development of good reading and writing habits, knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively. This year the Achieve 3000 model will be introduced. Through Achieve 3000, students read articles at their reading level, which is assessed by the program. Students then answer multiple choice questions in a format that mirrors the state tests. For ELLs, additional Spanish language support is offered, though the articles are still in English in order to build students' English reading skills.
8. No programs were discontinued for the 2010-2011 school year for ELLs. ELLs are provided with equal access to all programs in the school.
9. We work closely with Literacy Inc. This program continues to provide enriching experiences for students using literacy. We also are partnering with other organizations to enhance our arts program. Enrichment also takes place through planned lunchtime activities (a game room and organized sports during recess), our Schoolwide Enrichment Model, school trips and art residencies. Additional programs include, Extended Day, Science Fair, Family Math Night, Family Literacy Night, etc. Also some classrooms have the opportunity to work with high school students as reading partners.
10. Instructional materials used to support ELLs include big books, magnetic letters, Word their Way, verb bingo and other word games, maps, pictures and other visual supports, measurement relevant to grade level, slides, graphs, and graphic organizers, KWL charts, table alphabet, interactive writing, Word Walls with picture support for each grade, labeled objects in the classroom, folktales, newspapers, magazines, and books in small groups. Technology available to support ELLs includes laptops in the library, Smart Board in some classrooms, Raz for Kids/Bookflick(which provide different access points depending upon fluency), and Brain Pop for ESL.
11. Native language support for families with students in ESL is provided through translated documents and meetings that include the parent coordinator serving as translator. Translation office services are utilized whenever necessary. Since most ELL students speak Spanish in the home but have had all of their schooling in English, Spanish literacy is not supported in ESL. However, students are encouraged to translate their Spanish speaking and listening skills to literacy skills in English.
12. Required services support ELLs ages and grade levels via placement in groupings which meet needs in age bracket and developmental stages.
13. n/a
14. n/a

### C. Schools with Dual Language Programs

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

n/a

#### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Anticipated measurable outcomes for Professional Development will allow the ELL teacher to gain deeper understanding of supporting ELLs within their classrooms and improved administrative capacity for supporting effective ELL instruction. On-going professional development for our ELL teacher will be provided by the following:
  - Inter-visitation opportunities to visit various ELL programs within the school district to view best practices in action.
  - Annual Jose P. ESL Conferences
  - Title III workshops provided by New York City Department of Education.
  - ProTraxx at <http://pd.nycoit.org/>. A website provided by New York City Department of Education where professional development are promoted for all New York City educators
  - Common planning during which the ESL teacher confers about best practices with other teachers of ELLs
  - Teacher training provided by nearby colleges and universities
  - Any other available professional development opportunities
2. Staff will be provided with additional workshops to assist ELLs as they transition from elementary to middle school in the following:
  - Middle School visitations with ESL teacher
  - The Middle School Application process (this will be facilitated by the guidance counselor)
3. The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and bilingual licenses will be facilitated by the ESL teacher. Topics presented will include second language acquisition, demystifying ELL data including analysis, CALP (Cognitive/ Academic Language Proficiency), stages of language development, content based instruction and ESL strategies and methodologies. Teachers will also elaborate on their best practices to support the English Language Learners in their classrooms by tapping into James Asher's approach: TPR (Total Physical Response).

#### **E. Parental Involvement**

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

1. At P.S. 147, parent and community involvement is of the utmost importance. We acknowledge that parents and the community at large, in which the students live, have the potential to be strong influence upon student growth. Parents have been and will continue to be given the opportunity to learn and discuss different ways to support language at the home and community level. The parent coordinator conducts workshops and supports parents, providing outreach into the school community.
2. During the 2010-2011 school year, parents will participate in a two-part workshop: Creating Lifelong Learners. Parents will be presented with several different models of ways to read to their children: read to their children, read with their children, role play as well to help build their child vocabulary. Parents will also have the opportunity to attend two meetings per year on state standards, assessments, school expectations and ESL service requirements.
3. The needs of the parents will be evaluated with survey questionnaires that will be distributed towards the end of each workshop. Surveys will be available in English and translated in the various languages that we service. Parents also complete the Learning Environment Survey in the Spring. The results of this survey are reviewed by the school and taken into account.
4. We anticipate dedicating more time on conversations regarding state standards this school year during our parental involvement activities. This will allow for us as a school to collaborate with our parents, ensuring our students' academic achievement. The parent

coordinator acts as a liason between school and parents. Our goal for this year is to afford opportunities for parents to get involved in the classroom community by hosting monthly events that allow families to be able to support the school efforts in the home.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)		1	1			1								3
Advanced (A)		1	2	4	3	8								18
Total	0	2	3	4	3	9	0	0	0	0	0	0	0	21

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		4				9
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Literacy skills of all ELLs are assessed through state tests such as the NYSESLAT and ELA exams. An analysis of data from the NYSESLAT follows. Data from Acuity Predictives of performance on the ELA reveal that about 1/2 of ELLs were predicted to score 2s and 1/2 to score 3s as of February, 2010. ELA data show that students performed at levels of 1 or 2 last year, with 1 3 but many are on the brink of moving up a level this year. DRAs are used by teachers to determine students' reading levels. Reading levels are used consistently as students read independently, and are re-evaluated frequently to ensure that students continue to be challenged at the appropriate levels. Fountas and Pinnell are used to ensure that reading materials of the appropriate levels are available in each classroom. Instruction relies heavily on the advancement of students' reading levels, and various informal assessments are used between DRA assessments to provide next steps for moving each student to the next level.

-The overall results in the NYSESLAT 2010 reveal that four out of seven students in grades three and four are performing at the advanced level in all four modalities.

-The overall results in the NYSESLAT 2010 reveal that eight out of nine students in grade five are performing at the advanced level of proficiency for reading/writing modalities.

-The overall results in the NYSESLAT 2010 reveal that six out of nine students in grade five are performing at the advanced level of proficiency for speaking/listening modalities.

3. Patterns across NYSESLAT modalities-reading/writing and listening/speaking will affect instructional decisions regarding which areas to focus on with which students. Most students are working on moving from advanced to proficient in all four modalities. The 3 students who are at the intermediate level of proficiency in reading and writing modalities will receive specialized attention in those areas so as to boost them to the advanced level of proficiency.

4. a) The overall results in the NYSESLAT 2010 Reading and Writing reveal that there are 3 students placed at the intermediate level as compared to speaking and listening, in which all ELLs are advanced or proficient. The overall result in the NYSESLAT 2010 Listening and Speaking component indicates that Speaking is the highest performing aggregate through out the ELL 1-5 population. The overall result in the NYSESLAT 2009 Reading and Writing component indicates that Writing is the least performing aggregate through out the ELL 1-5 population. Students at PS147 are generally second generation. We do not maintain a child in the PS147 population who is in fact literate with in their native language. This fact means students do not take tests in their native language.

b) The school leadership team and the teachers are utilizing results of periodic assessments via the Inquiry team to look at the way in which ELLs performed on the assessment in order to make decisions of what skills should be targeted and studied. This is done in order to track gains.

c) Periodic assessments are created through Acuity, through which teachers can design assessments for specific areas. The last Acuity assessment to be administered was an ELA predictive exam in February 2010. The school has learned via the periodic assessment that ELL children do not understand word meaning. ELL's have problems decoding multi-syllable word and this in-turn, affects their reading and writing. Most of our ELL population speaks Spanish in the home and English in their school and community environment. Illiteracy in their native language also helps to provide confusion in terms of pronunciation, dropping their verbs and endings.

5. PS 147 does not offer a dual language program.

6. PS 147 evaluates the success of its ELL programs through a review of the New York State assessments of ELA, mathematics, and science, combined with a review of student performance on the NYSESLAT. The NYSESLAT helps determine the percentage of students achieving proficiency. The modality NYSESLAT scores as well as scores on other tests are used to determine areas of weakness for each student which should be addressed.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 147 Isaac Remsen					
<b>District:</b>	14	<b>DBN:</b>	14K147	<b>School</b>		331400010147

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	29	31	30		92.4	92.5	92.1
Kindergarten	40	36	36				
Grade 1	32	40	38				
Grade 2	27	32	42				
Grade 3	44	28	24	<b>Student Stability - % of Enrollment:</b>			
Grade 4	49	42	26	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 5	34	43	46		98.5	92.1	91.4
Grade 6	0	0	0				
Grade 7	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 8	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 9	0	0	0		81.0	89.4	96.8
Grade 10	0	0	0				
Grade 11	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 12	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Ungraded	0	0	3		6	14	7
Total	255	252	245	<b>Recent Immigrants - Total Number:</b>			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	21	26	Principal Suspensions	13	21	5
# in Collaborative Team Teaching (CTT) Classes	10	8	11	Superintendent Suspensions	1	6	2
Number all others	8	11	19				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD	<b>Number of Teachers</b>	30	28	25
# receiving ESL services only	32	22	TBD	<b>Number of Administrators and Other Professionals</b>	6	4	6
# ELLs with IEPs	5	11	TBD				

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	83.3	78.6	80.0
				% more than 5 years teaching anywhere	63.3	57.1	72.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	86.0	92.0
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers	82.6	100.0	100.0
Black or African American	42.7	39.7	41.6				
Hispanic or Latino	56.9	59.9	56.3				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.4	0.4	1.6				
<b>Male</b>	47.5	44.4	44.1				
<b>Female</b>	52.5	55.6	55.9				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

**Individual Subject/Area AYP Outcomes:**

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

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

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

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	63.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					WD
Student Progress:	43.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3						

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster	District <b>14</b>	School Number <b>147</b>	School Name <b>Isaac Remsen</b>
Principal <b>Julia DiSalvo Drake</b>		Assistant Principal <b>Cheyvonne Harper</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Mindy Tauberg/ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>247</b>	Total Number of ELLs	<b>26</b>	ELLs as Share of Total Student Population (%)	<b>10.53%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

	<p>description must also include any consultation/communication activities with parents in their native language.</p> <p>5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)</p> <p>6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.</p>
1.	<p>P.S. 147 follow the New York City Department of Education requirements to identify ESL students and the procedures to place them in the correct program. As students are registered at PS 147, parents are given the Home Language Identification Survey (HLIS). The certified ESL teachers is responsible for administering the HLIS reviewing the form and conducting the subsequent informal interview of the child. Once it is determined that a language other than English is spoken in the home by the student, the LAB-R assessment is administered. The LAB-R evaluates the student's proficiency level of the English Language. It is administered and scored by the ESL teacher within the first 10 days of registration. English Language Learners in grades K-5 at the end of the year are administered the New York State English as a Second Language Achievement Test (NYSESLAT). Once raw scores are determined per modality, converted scores are tabulated in order to evaluate the child's weaknesses and strengths. The child may exit the ESL program once they have reached a proficient level on the NYSESLAT.</p>
2.	<p>The parents of entitled students who do not pass the LAB-R and qualify for ESL services are then invited to an orientation, which is scheduled as students are registered. There will be one orientation meeting held directly after receiving LAB-R results in October, and subsequent meetings as necessary as students register. The orientation is led by the ESL teacher as well as the parent coordinator. This meeting explains the three program options offered to ELLs. The three options are Transitional Bilingual, Dual Language, and ESL. Translation services are available for parents that need it. Literature is also provided in their native language to further explain the three options offered. We encourage families to stay at PS 147, where ESL is the option offered. However if parents feel that another option is best for their child, the parent coordinator will assist in locating schools that have the desired program. It is also explained to parents that if enough parents request a TBE or DL program, the school becomes obligated to provide those programs as per the Aspira Decree.</p>
3.	<p>Entitlement letters are distributed after a child is first found to be entitled to ESL services as per the process described in question 1. Entitlement letters are provided in both English and the native language of the child. Entitlement letters are sent home with students who have been identified as ELLs, and a follow-up call is made to them by the parent coordinator to ensure that they have received it. In the letter and in the phone call, parents are asked to attend the parent orientation where program selection forms are distributed and each service is explained to the parent. Once distributed parents are asked to answer each question on the program selection form. Program selection forms are then collected at the orientation meeting to ensure that one is returned for each student. If a parent does not attend the orientation meeting, the parent coordinator gets in touch with them through phone calls to ensure that they receive the necessary information and forms.</p>
4.	<p>Students are identified by the Home Language Survey, and eligible students are given the LAB-R within the first 10 days they are at school. Parents of students who tested as entitled are notified and encouraged to attend an orientation about the program choices. The Parent Survey and Program selection forms are distributed at the orientation. Most parents choose to have their children enrolled in the school's ESL program. Alternative options are explained and offered to parents as described in question 2. Identified ELLs with consenting parents are placed in the ESL program once both a LAB-R exam is administered and the child has been found as entitled; or the child did not pass out of the program utilizing the NYSESLAT Assessment. Once a child has not passed out of the ESL program, the parent is sent a letter which explains that the child remains entitled to ESL services. This letter is sent to the parent in both in English and translated native language.</p>
5.	<p>After reviewing the parent Survey and Program Selection for the last few years, the ESL program remains the program of choice for parents of ELL students at P.S. 147. The program selection forms are kept on file as a record of how many parents have requested TBE or DL programs. This number remains small enough that ESL remains the school's program, in alignment with the majority of parent requests.</p>
6.	<p>Program models offered at P.S. 147 is aligned with the parent's requests including results from assessment exams and student progress. Parents have been informed of the fact that if enough of them request TBE or DL models, the school will be obligated to offer them through the orientation meeting described in question 2.</p>

## Part III: ELL Demographics

<b>A. ELL Programs</b>	<b>This school serves the following grades (includes ELLs and EPs)</b>	<b>K</b> <input checked="" type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/> <b>4</b> <input checked="" type="checkbox"/> <b>5</b> <input checked="" type="checkbox"/>
------------------------	--	---

Check all that apply

6  7  8  9  10  11  12

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	14	0	2	12	0	5	0	0	0	26
<b>Total</b>	14	0	2	12	0	5	0	0	0	26

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	2	2	3	3	9								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>9</b>	<b>0</b>	<b>26</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. ELLs are heterogeneously grouped in classes and mixed proficiency levels exist in classes. P.S. 147 currently implements the Lit Life model, which focuses on four key components: the development of good reading and writing habits, a knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively amongst all students including ELLs. Everyday Math is utilized as the curriculum of choice. ELL programming utilizes these curricula to help scaffold student learning in their regular classrooms. Additional support is offered to ELLs through the following models.

- a. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression, receive Academic Intervention Services in language arts. These services are provided on both a small group pull out and/ or push in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments.

Direct service is provided by AIS specialist. Each student needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary. ELLs specifically are also serviced through ESL. There is a combination of push-in and pull-out models. When students are pulled-out the goal is to address students' needs through individualized tutoring, and use of Words their Way and Achieve 3000. When the ESL specialist pushes-in, the goal is to ensure that students are benefiting fully from lessons through differentiation and individualized attention.

b. Several different program models are also used in terms of grouping students. Models include ungraded, heterogenous, and block. In ungraded and heterogenous groups, students benefit from the opportunity to guide or be guided by students at different levels of proficiency. Activities are differentiated based on appropriate expectations for each child. In block groups the focus of the class is something everyone in that class is working on, providing common ground and the opportunity to bolster student learning in content areas.

2. Attendance is taken in each class to ensure each entitled student is receiving the mandated number of instructional minutes.

a. Explicit ESL instructional minutes are delivered via 360 minutes per week for both beginner and intermediate leveled students and 180 minutes per week for Advanced students. ELA instruction is also provided explicitly to each student for 90 minutes per day, fulfilling the required 180 minutes per week.

3. Through out the push-in program model the content areas are delivered in collaboration with the general education teachers. The pull-out model is focused upon understanding core vocabulary as well as the skills needed to succeed in reading and writing, as well as all content areas. Academic rigor will be sustained as students participate in an instructional program that is aligned with mandated ESL/ ELA and content learning standards and the core curriculum.

4. a) P.S. 147 does not maintain a SIFE population of ELLs. If a student were to register, they would participate in the same instructional models as other ELLs, with the addition of a buddy assigned to help them transition. Additionally teachers will modify their instruction in order to accommodate a SIFE student. Small groups would be utilized, as well as extra visual aids and hands-on activities. Vocabulary, phonics, and letter activities would be central to SIFE language acquisition. The programs available to newcomers would also be available to SIFEs.

b) Newcomers at P.S. 147 are served with the intention of giving them the language skills they need to function successfully in their new country, community, and school. Vocabulary, phonics, and letter activities are utilized to start from the very beginning of language acquisition. Our plan for academic language development is to provide students with extra opportunities of support. Those opportunities come from Academic Intervention in which teachers push-in to the classroom to provide support. P.S. 147 also offers before and after school enrichment program, both of which ELL's are invited to attend.

c) The content-oriented focus of the ESL program helps to accelerate academic language proficiency in 4-6 year ELLs by teaching English and content simultaneously. The ESL Program also integrates content and language instruction to promote academic language development. Additionally, classroom teachers and educational support staff play a huge role in the development of academic language through their content instruction. NYSESLAT data for each modality are used to determine areas to focus on with each student. NYSESLAT test prep helps bolster students in the areas in which they need to improve in order to test as 'proficient.'

d) P.S. 147 does not maintain a Long-Term population of ELLs. If there were to be long term ELL students, they would receive specialized instruction in which their areas of weakness are identified and directly addressed in a small group setting, in order to provide them with the specific skills they need to achieve in order to reach proficiency.

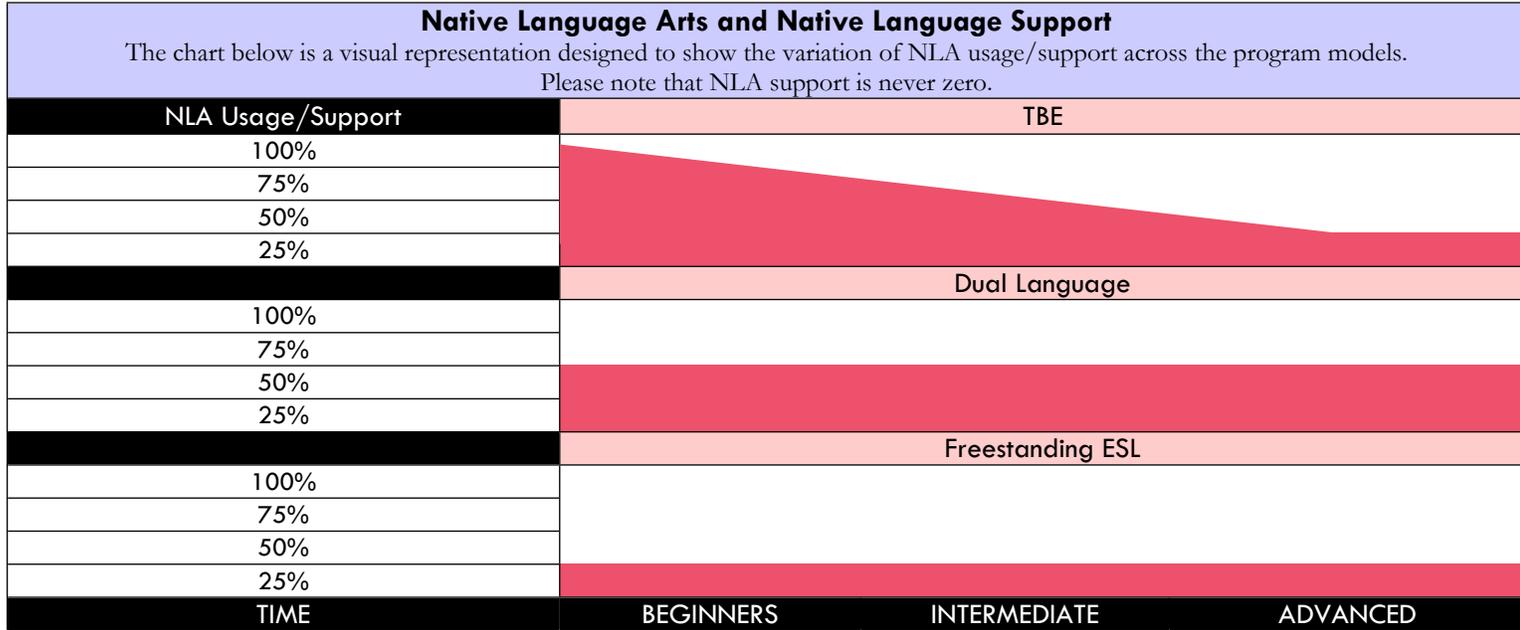
e) ELLs in Special Education receive mandated services based on their IEPs. The ELL students who are identified as special needs maintain strong oral English conversational fluency, but are lacking academic language skills. These specific students will be provided language support in order to make both gains in language and content learning. These language supports may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffolded writing activities

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression, receive Academic Intervention Services in language arts and mathematics. These services are provided on both a small group pull out and/or push in classroom basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Direct service is provided by an AIS specialist. Each student's needs are cooperatively reviewed by the classroom teacher and AIS specialist in order to determine their level of service. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and reading specialist. They are given direct service if necessary.
6. Proficient ELLs are entitled to testing accommodations for 2 years after testing out of the NYSESLAT. Once students reach the proficiency level score on the NYSESLAT exam, students are then transitioned to all English monolingual classes after becoming proficient in English. Support in ESL may be provided to the student as needed. This goal is reached through the push-in pull-out models which allow for students to spend most of the school day in the classroom with ESL services that support the classroom work. To assure things go smoothly for students who exit the program, the ESL teacher checks in on the students at the beginning of the year and throughout. Effective communication with the classroom teacher and ESL teacher is expected if regression has occurred in the students' work.
7. Last school year the Lit Life model was introduced. Lit Life focuses on four key components: the development of good reading and writing habits, knowledge of genre, an awareness of and application of strategies and a growing understanding of how to use conventions effectively. This year the Achieve 3000 model will be introduced. Through Achieve 3000, students read articles at their reading level, which is assessed by the program. Students then answer multiple choice questions in a format that mirrors the state tests. For ELLs, additional Spanish language support is offered, though the articles are still in English in order to build students' English reading skills.
8. No programs were discontinued for the 2010-2011 school year for ELLs. ELLs are provided with equal access to all programs in the school.
9. We work closely with Literacy Inc. This program continues to provide enriching experiences for students using literacy. We also are partnering with other organizations to enhance our arts program. Enrichment also takes place through planned lunchtime activities (a game room and organized sports during recess), our Schoolwide Enrichment Model, school trips and art residencies. Additional programs include, Extended Day, Science Fair, Family Math Night, Family Literacy Night, etc. Also some classrooms have the opportunity to work with high school students as reading partners.
10. Instructional materials used to support ELLs include big books, magnetic letters, Word their Way, verb bingo and other word games, maps, pictures and other visual supports, measurement relevant to grade level, slides, graphs, and graphic organizers, KWL charts, table alphabet, interactive writing, Word Walls with picture support for each grade, labeled objects in the classroom, folktales, newspapers, magazines, and books in small groups. Technology available to support ELLs includes laptops in the library, Smart Board in some classrooms, Raz for Kids/Bookflick(which provide different access points depending upon fluency), and Brain Pop for ESL.
11. Native language support for families with students in ESL is provided through translated documents and meetings that include the parent coordinator serving as translator. Translation office services are utilized whenever necessary. Since most ELL students speak Spanish in the home but have had all of their schooling in English, Spanish literacy is not supported in ESL. However, students are encouraged to translate their Spanish speaking and listening skills to literacy skills in English.
12. Required services support ELLs ages and grade levels via placement in groupings which meet needs in age bracket and developmental stages.
13. n/a
14. n/a

### C. Schools with Dual Language Programs

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

n/a

#### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Anticipated measurable outcomes for Professional Development will allow the ELL teacher to gain deeper understanding of supporting ELLs within their classrooms and improved administrative capacity for supporting effective ELL instruction. On-going professional development for our ELL teacher will be provided by the following:

- Inter-visitation opportunities to visit various ELL programs within the school district to view best practices in action.
- Title III workshops provided by New York City Department of Education.
- ProTraxx at <http://pd.nycoit.org/>. A website provided by New York City Department of Education where professional development are promoted for all New York City educators
- Common planning during which the ESL teacher confers about best practices with other teachers of ELLs
- Teacher training provided by nearby colleges and universities
- Any other available professional development opportunities

All other teachers of ELLs will receive training from the ELL teacher based on knowledge gained through the above professional development opportunities. Please see question 3 for more details about the structure and record keeping of these training sessions.

2. Staff will be provided with additional workshops to assist ELLs as they transition from elementary to middle school in the following:
  - Middle School visitations with ESL teacher
  - The Middle School Application process (this will be facilitated by the guidance counselor)
3. The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and bilingual licenses will be facilitated by the ESL teacher. Topics presented will include second language acquisition, demystifying ELL data including analysis, CALP (Cognitive/ Academic Language Proficiency), stages of language development, content based instruction and ESL strategies and methodologies. Teachers will also elaborate on their best practices to support the English Language Learners in their classrooms by tapping into James Asher's approach: TPR (Total Physical Response). These PD sessions are held over the course of the week for 5 weeks over the course of the school year. Attendance is recorded at each session to ensure that each staff member in the school has received the requisite amount of training.

#### E. Parental Involvement

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

1. At P.S. 147, parent and community involvement is of the utmost importance. We acknowledge that parents and the community at large, in which the students live, have the potential to be strong influence upon student growth. Parents have been and will continue to be given the opportunity to learn and discuss different ways to support language at the home and community level. The parent coordinator conducts workshops and supports parents, providing outreach into the school community. The parent coordinator also serves as a translator for all paperwork and interactions required for parent involvement, so that parents of ELLs may participate fully. All paperwork sent home is bilingual in English and Spanish as are automated calls home.

2. During the 2010-2011 school year, parents will participate in a two-part workshop: Creating Lifelong Learners. Parents will be presented with several different models of ways to read to their children: read to their children, read with their children, role play as well to help build their child vocabulary. Parents will also have the opportunity to attend two meetings per year on state standards, assessments, school expectations and ESL service requirements. Other workshops are offered through Cornell University's Healthy Future/Healthy Children, Literacy Inc, Learning Leaders, Hope Garden Agency, Plannehood, and the Park Slope Network. In addition the school runs a

weekly book club for parents, hosts Math Nights, and invites parents into their children's classrooms once per month. All of these opportunities are available to all parents, including parents of ELLs. All school functions are made accessible to parents of ELLs through the availability of a translator and bilingual fliers.

3. The needs of the parents will be evaluated with survey questionnaires that will be distributed towards the end of each workshop. Surveys will be available in English and translated in the various languages that we service. Parents also complete the Learning Environment Survey in the Spring. The results of this survey are reviewed by the school and taken into account.

4. We anticipate dedicating more time on conversations regarding state standards this school year during our parental involvement activities. This will allow for us as a school to collaborate with our parents, ensuring our students' academic achievement. The parent coordinator acts as a liason between school and parents. Our goal for this year is to afford opportunities for parents to get involved in the classroom community by hosting monthly events that allow families to be able to support the school efforts in the home.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3													3
Intermediate(I)	2	1	1			1								5
Advanced (A)		1	2	4	3	8								18
Total	5	2	3	4	3	9	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2	1		3
4	5	4			9
5					0
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		4				9
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Literacy skills of all ELLs are assessed through state tests such as the NYSESLAT and ELA exams. An analysis of data from the NYSESLAT follows. Data from Acuity Predictives of performance on the ELA reveal that about 1/2 of ELLs were predicted to score 2s and 1/2 to score 3s as of February, 2010. ELA data show that students performed at levels of 1 or 2 last year, with 1.3 but many are on the

Listening/Speaking modalities.

-The overall results in the NYSESLAT 2010 Reading and Writing component indicates that 3 ELLs are at an intermediate level of proficiency in Reading/Writing modalities.

-The overall results in the NYSESLAT 2010 reveal that two out of three children tested in the second grade received a proficient score on Reading/Writing modalities.

-The overall results in the NYSESLAT 2010 reveal that four out of seven students in grades three and four are performing at the advanced level in all four modalities.

-The overall results in the NYSESLAT 2010 reveal that eight out of nine students in grade five are performing at the advanced level of proficiency for reading/writing modalities.

-The overall results in the NYSESLAT 2010 reveal that six out of nine students in grade five are performing at the advanced level of proficiency for speaking/listening modalities.

3. Patterns across NYSESLAT modalities-reading/writing and listening/speaking will affect instructional decisions regarding which areas to focus on with which students. Most students are working on moving from advanced to proficient in all four modalities. The 3 students who are at the intermediate level of proficiency in reading and writing modalities will receive specialized attention in those areas so as to boost them to the advanced level of proficiency.

4. a) The overall results in the NYSESLAT 2010 Reading and Writing reveal that there are 3 students placed at the intermediate level as compared to speaking and listening, in which all ELLs are advanced or proficient. The overall result in the NYSESLAT 2010 Listening and Speaking component indicates that Speaking is the highest performing aggregate through out the ELL 1-5 population. The overall result in the NYSESLAT 2009 Reading and Writing component indicates that Writing is the least performing aggregate through out the ELL 1-5 population. Students at PS147 are generally second generation. We do not maintain a child in the PS147 population who is in fact literate with in their native language. This fact means students do not take tests in their native language.

b) The school leadership team and the teachers are utilizing results of periodic assessments via the Inquiry team to look at the way in which ELLs performed on the assessment in order to make decisions of what skills should be targeted and studied. This is done in order to track gains.

c) Periodic assessments are created through Acuity, through which teachers can design assessments for specific areas. The last Acuity assessment to be administered was an ELA predictive exam in February 2010. The school has learned via the periodic assessment that ELL children do not understand word meaning. ELL's have problems decoding multi-syllable word and this in-turn, affects their reading and writing. Most of our ELL population speaks Spanish in the home and English in their school and community environment. Illiteracy in their native language also helps to provide confusion in terms of pronunciation, dropping their verbs and endings.

5. PS 147 does not offer a dual language program.

6. PS 147 evaluates the success of its ELL programs through a review of the New York State assessments of ELA, mathematics, and science, combined with a review of student performance on the NYSESLAT. The NYSESLAT helps determine the percentage of students achieving proficiency. The modality NYSESLAT scores as well as scores on other tests are used to determine areas of weakness for each student which should be addressed.

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		