



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 147 THE ISAAC REMSEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K147

PRINCIPAL: SANDRA NOYOLA **EMAIL:** SNOYOLA@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sandra Noyola	*Principal or Designee	
J. Lawrence	*UFT Chapter Leader or Designee	
Keisha Dyer	*PA/PTA President or Designated Co-President	
Tommasina Galeotafiore	Member/Teacher/Chairperson & Coordinator	
Yolanda Giannino	Member/Teacher	
Shannon Ham	Member/Teacher	
Josephine Healy	Member/Paraprofessional	
Margaret Poley	Member/Teacher	
Caitlin Gordon	Member/Teacher	
Juanita Komer	Member/Parent	
Leila O’Garro	Member/Parent	
Merari Monge	Member/Parent	
Jessica Lloyd	Member/Parent	
Lakima Dyer	Member/Parent	
Shamiah Squires	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, 40% of students in Grades 1-5 will read at or above their “just right” independent reading level according to the recommended grade-specific benchmark criteria established by Fountas and Pinnell.

Comprehensive needs assessment

A review of the three-year trend for English Language Arts performance data on state assessments showed an overall decrease in the percentage of students at proficiency (levels 3 and 4). The 2010-11 Progress Report indicated underperformance in English Language Arts in comparison with peer group schools. As a result, we have made improvement in English Language Arts performance a target area for the 2011-12 school year.

A review of our school based data for the most recent school year showed that a majority of students were not meeting grade-specific Fountas and Pinnell benchmark criteria.

The following table reflects student reading levels at the conclusion of the 2010-11 school year.

Grade Level	End of Year Benchmark Level	% of Students on Benchmark Level as of June, 2010-11
K	D	(D) 35%
1	J	(J) 61%
2	N	(N) 24%
3	Q	(Q) 29%
4	T	(T) 41%
5	W	(W) 17%
Whole School	varies	34% on level

We have found that reading on the benchmark specified reading levels predicts strong ELA performance in grades 3-5. Students who are not reading at the benchmark level often struggle to demonstrate proficiency on the English Language Arts assessment.

Instructional strategies/activities

Activity 1:

Data-Driven Instruction

- All Running Records and DRA assessments conducted during the school year will be organized and maintained by each classroom teacher to be used as a tool to collect, monitor, and tailor instruction for all students which is to include differentiation.
- Running records, DRA baselines and interim assessments will be collected five (5) times across the current academic school year by administrators in order to monitor and track student reading level progress across the scope of the 2011-12 academic school year.

- Teachers will provide targeted small-group Guided Reading and/or strategy lessons for all students during the Reading Workshop and/or during the Extended Day allotted days and times.
- Teachers will implement The Architecture of the Minilesson, and specific lessons will target reading stamina, fluency, and building comprehension skills.
- Teachers will implement Daily Reading Conferences and maintain Conference Logs.
- Each teacher will post the schoolwide “Skill of the Week” in her/his classroom and supported by resources identified by the literacy coach. The “Skill of the Week” has been determined by teacher observation of student needs.
- A main reading binder including all students reading levels will be maintained by the Principal, Assistant Principal, and Coach.
- Target Population: Classroom teachers in grades K-5. All staff members involved in providing Extended Day small group instruction.
- Responsible Staff Members: Principal, Assistant Principal, Literacy Coach, Data Specialist
- Implementation Timeline: September 2011-June 2012

Activity 2:

Organization of Resources

A school Book Room will be organized to support teachers by providing efficient access to leveled sets of books across genres and topics. The Book Room will support essential balanced literacy structures which will occur during the Reading Workshop, such as independent reading, guided reading, and strategy lesson groups.

- Target Population: Classroom teachers in grades 1-5. All staff members involved in providing Extended Day small group instruction.
- Responsible Staff Members: Literacy Coach, School Support Staff
- Implementation Timeline: September 2011-December 2011

Activity 3:

Professional Development

- PD will be given on the following topics: skills and strategies corresponding to text complexity at different Fountas and Pinnell reading levels, use of data to plan and revise curricula, strategies for differentiation, use of item analysis and running records to drive instruction.
- Upon collection of DRA and Fountas and Pinnell level data, the Principal, Assistant Principal, and Coach will analyze the data and will craft instructional professional development plans to improve classroom practice.
- Independent reading levels for each student within each class will be monitored and discussed during Data Talk sessions conducted by the Principal, Assistant Principal, and Coach to inform next step instruction.
- Target Population: Classroom teachers in grades K-5.
- Responsible Staff Members: Principal, Assistant Principal, Literacy Coach, Data Specialist
- Implementation Timeline: September 2011- June 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level teams to review student data.
- Teachers will follow inquiry team protocols to investigate teaching strategies to improve student ELA performance.
- All teachers and staff members are invited to SLT meetings to develop CEP goals.
- Common Core State Standards Team made up of teachers analyzes and revises curriculum maps and instructional programs.

Strategies to increase parental involvement

- In collaboration with our Bilingual Parent Coordinator, the Principal, Assistant Principal, Coach, and select teachers will conduct parent workshops to help parents understand their child's independent reading level and how they could best support their children's reading at home.
- The Bilingual Parent Coordinator and other staff will be available for translation during these parent workshops.
- Our Parent Coordinator will analyze parent involvement by monitoring attendance and participation so as to develop strategies to increase parental involvement. To this aim, she will maintain all Parent Workshop agendas, attendance, and handouts in an organized binder.
- The school will host monthly Parents in the Classroom events to provide parents with an opportunity to see instruction and learn how to support their children at home.
- Parents will be trained on how to access and use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will employ a Literacy Coach in 2011-12 who will assist teachers with instructional planning, delivery and assessment to support Goal 1. The school had not employed a Literacy Coach for the preceding several years.
- Administrative staff attends hiring fairs and uses online tools to recruit highly qualified teachers, including those teachers highly qualified in supporting English Language Learners and special education students.
- The school will utilize the New Teacher Finder tool to recruit HQTs.
- The school will reach out to Network 401 personnel for support in recruiting HQTs.
- The school provides additional support and schedules common planning time for untenured teachers.

Service and program coordination

- A Reso A allocation will enhance the use of technology available to support this goal.
- The arts coordinator helps secure funding for residencies and other programs that support our literacy goals.
- The school has established a partnership with the community-based organization Elite Learning to provide the "Passport to Brooklyn" program.
- The school implements a Schoolwide Enrichment Model which builds on students learning interests while providing instructional support aligned with the Common Core State Standards.

Budget and resources alignment

- As a Title I Schoolwide program school, Conceptual Consolidation will allow us to combine federal and local Fair Student Funding to support the action plan from September 2011 to June 2012 as indicated:
 - Instructional materials for use during regular school day.
 - Instructional materials for use during Extended Day small group instruction.
 - Data Specialist per session

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Beginning in September 2011 and continuing through June 2012, 100% of teachers in grades K and 1 will implement Go Math.

Comprehensive needs assessment

After analyzing student performance on Everyday Math Unit Tests, portfolio tasks, and various formative assessments, it was determined that students didn't demonstrate consistent mastery of number sense.

Instructional strategies/activities

Activity 1:

Go Math Instruction

- Teachers will develop a Math Curriculum Calendar to determine the skills and concepts being taught on a daily basis. The skill or concept being taught will be posted daily on the Flow of the Day schedule.
- Teachers will conduct end-of-unit review assessments to monitor mastery of skills and concepts taught before moving on to the next unit.
- Teachers will maintain their own class-specific assessment binders where they collect, monitor, and track student progress across the math units of study. These binders will be referred to during specific planning meetings throughout the school year.
- Teachers will plan differentiated instruction for all students by utilizing the on-line "Go, Math" resource tool. Differentiation of instruction will include addressing the specific mathematic academic needs of English Language Learners and Special Needs students.
- Target Population: Classroom teachers in grades K-1.
- Responsible Staff Members: Principal, Assistant Principal, Part Time Math Coach, Data Specialist
- Implementation Timeline: September 2011-June 2012

Activity 2:

Organization of Resources

- A teacher will work in the role of Math Coach in a per session position. The Math Coach will organize Go Math assessments and will coordinate data analysis of Go Math performance data. The Math Coach will assist colleagues with using the technology components of Go Math.
- Target Population: Classroom teachers in grades K-1.
- Responsible Staff Members: Principal, Assistant Principal, Part Time Math Coach, Data Specialist
- Implementation Timeline: September 2011-June 2012

Activity 3:

Professional Development

- PD will be given on the following topics: using the technology component of Go Math, teaching using Go Math strategies, administering and analyzing Go Math assessments.
- Principal and Assistant Principal will utilize formative and formal observation feedback during Data Talks to drive instruction.

- Teachers will submit class-specific math assessment binders for review by the Principal, Assistant Principal, and Coaches who will then customize professional guidance based on student and teacher needs.
- The Assistant Principal and Coaches will support teachers in helping them unpack at least one Citywide Math Common Core task per grade. The task will be utilized as a tool to discuss and plan for next step instruction.
- Teachers will receive on-going Professional Development to ensure successful implementation and utilization of the “Go, Math” program, including tailoring the instruction for our English Language Learners and Special Needs students.
- At least two (2) informal walks will focus on evaluating the efficacy of mathematics instruction with a specific emphasis on how students articulate the strategies utilized, and the differentiation of instruction for English Language Learners and Special Needs students.
- Common planning periods will be programmed into the school schedule to accommodate grade level teacher team work around the implementation of Go Math and the Common Core State Standards for Mathematics. During common planning time, the Assistant Principal and Coaches will facilitate professional development for Grade K and 1 teachers. During these sessions, student work will be analyzed and unit assessments will be discussed for next step targeted instruction.
- Teachers will receive Professional Development provided by the publisher of Go Math.
- The coaches will organize and maintain an archive of professional development and common planning agendas, attendance sheets, and handouts. This information will be located in the Principal’s office.
- Target Population: Classroom teachers in grades K-1.
- Responsible Staff Members: Principal, Assistant Principal, Coaches, Go Math Staff Developer (external), Data Specialist
- Implementation Timeline: September 2011-June 2012

Steps for including teachers in the decision-making process

- Common Core State Standards Team made up of teachers analyzes and revises curriculum maps and instructional programs.
- Teachers were invited to demonstrations of different Math programs in Spring 2011.
- All teachers and staff members are invited to SLT meetings to develop CEP goals.
- Teachers will meet in grade-level teams to review student data and plan math instruction.

Strategies to increase parental involvement

- In collaboration with our Bilingual Parent Coordinator, the Principal, Assistant Principal, Common Core Team, Coach, Math Teacher Leader, and other staff will collaborate and plan for parent workshops to help parents gain an understanding of the skills taught in the “Go, Math” Common Core aligned curriculum.
- The Bilingual Parent Coordinator and support staff will be available for translation during these parent workshops.
- Our Parent Coordinator will analyze parent involvement by monitoring attendance and participation so as to develop strategies to increase parental involvement. To this aim, she will maintain all Parent Workshop agendas, attendance, and handouts in an organized binder. These records will be maintained in our Parent Coordinator’s office.
- The school will host monthly Parents in the Classroom events to provide parents with an opportunity to see instruction and learn how to support their children at home.
- Parents will be trained on how to access and use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will fund a per session Math Coach position in 2011-12. The Coach will assist teachers with instructional planning, delivery and assessment.
- Administrative staff attends hiring fairs and uses online tools to recruit highly qualified teachers, including those teachers highly qualified in supporting English Language Learners and special education students.
- The school will utilize the New Teacher Finder tool to recruit HQTs.
- The school will reach out to Network 401 personnel for support in recruiting HQTs.
- The school provides additional support and schedules common planning time for untenured teachers.

Service and program coordination

- A Reso A allocation will enhance the use of technology available to support this goal.
- The arts coordinator helps secure funding for residencies and other programs that support our math goals.
- The school implements a Schoolwide Enrichment Model which builds on students learning interests while providing instructional support aligned with the Common Core State Standards.

Budget and resources alignment

- As a Title I Schoolwide program school, Conceptual Consolidation will allow us to combine federal and local Fair Student Funding to support the action plan from September 2011 to June 2012 as indicated:
 - Instructional materials for use during regular school day.
 - Instructional materials for use during Extended Day small group instruction.
 - Data Specialist per session
 - Math Coach per session

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 100% of teachers in grades 3-5 will incorporate the utilization of rubrics for every published piece in alignment with CCLS, and will use these to evaluate student writing.

Comprehensive needs assessment

A review of the three-year trend for English Language Arts performance data on state assessments showed an overall decrease in the percentage of students at proficiency (levels 3 and 4). The 2010-11 Progress Report indicated underperformance in English Language Arts in comparison with peer group schools. As a result, we have made improvement in English Language Arts performance a target area for the 2011-12 school year.

By using the Item Analysis tool on NYStart, it was determined across grades 3-5, the school's performance on extended response items on the 2011 ELA NYS Assessments was inferior to the New York State average.

Instructional strategies/activities

Activity 1:

Design of Rubrics to Provide Feedback to students on writing

- Teacher teams working through the Inquiry Model will design, implement and assess the use of rubrics.
- Administrators and Literacy Coach will provide support and guidance to teachers.
- Target Population: Classroom teachers in grades 3-5.
- Responsible Staff Members: Principal, Assistant Principal, Literacy Coach, Data Specialist
- Implementation Timeline: November 2011-June 2012

Activity 2:

Assessment of Student Work Using Rubrics

- Teachers will implement a writing unit schedule for the 2011-12 academic school year aligned by the school's Common Core State Standard Team. Teachers will select CCLS aligned pieces to publish in student portfolios.
- All writing assessments conducted during the school year will be organized and maintained by each classroom teacher to be used as a tool to collect, monitor, and tailor instruction for all students which is to include differentiation.
- Targeted small-group strategy lessons will be provided for all students during the Writing Workshop and/or during the Extended Day allotted days and times.
- The Architecture of the Minilesson will be implemented and specific lessons will target writing skills.
- Target Population: Classroom teachers in grades 3-5. All staff members involved in providing Extended Day small group instruction.
- Responsible Staff Members: Principal, Assistant Principal, Literacy Coach, Data Specialist
- Implementation Timeline: November 2011-June 2012

Activity 3:

Professional Development

- PD will be given on the following topics: breaking down and analyzing the NYS ELA extended response rubrics, analysis of Common Core State

Standards and CCLS Task, use of rubrics and exemplars in setting instructional expectations and providing feedback to students.

- Writing performance levels for each student within each class will be monitored and discussed during Data Talk sessions conducted by the Principal, Assistant Principal, and Coach to inform next step instruction.
- Throughout the year, the Principal, Assistant Principal, and Coach will analyze the data and will craft instructional professional development plans to improve classroom practice.
- Target Population: Classroom teachers in grades 3-5.
- Responsible Staff Members: Principal, Assistant Principal, Literacy Coach, Data Specialist
- Implementation Timeline: September 2011-June 2012

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level teams to review student data.
- Teachers will follow inquiry team protocols to investigate teaching strategies to improve student ELA performance.
- All teachers and staff members are invited to SLT meetings to develop CEP goals.
- Common Core State Standards Team made up of teachers analyzes and revises curriculum maps and instructional programs.

Strategies to increase parental involvement

- In collaboration with our Bilingual Parent Coordinator, the Principal, Assistant Principal, Coach, and select teachers will conduct parent workshops to help parents understand their writing expectations for their children's grade level and how they could best support their children's writing at home.
- The Bilingual Parent Coordinator and other staff will be available for translation during these parent workshops.
- Our Parent Coordinator will analyze parent involvement by monitoring attendance and participation so as to develop strategies to increase parental involvement. To this aim, she will maintain all Parent Workshop agendas, attendance, and handouts in an organized binder.
- The school will host monthly Parents in the Classroom events to provide parents with an opportunity to see instruction and learn how to support their children at home.
- Parents will be trained on how to access and use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- The school will employ a Literacy Coach in 2011-12 who will assist teachers with instructional planning, delivery and assessment to support Goal 1. The school had not employed a Literacy Coach for the preceding several years.
- Administrative staff attends hiring fairs and uses online tools to recruit highly qualified teachers, including those teachers highly qualified in supporting English Language Learners and special education students.
- The school will utilize the New Teacher Finder tool to recruit HQTs.
- The school will reach out to Network 401 personnel for support in recruiting HQTs.
- The school provides additional support and schedules common planning time for untenured teachers.
- Teachers will participate in teams to craft and implement the use of rubrics, following the Inquiry Team model.
- Common planning periods will be programmed into the school schedule to accommodate grade level teacher team work around the design, implementation, and assessment of writing rubrics.

Service and program coordination

- A Reso A allocation will enhance the use of technology available to support this goal.
- The arts coordinator helps secure funding for residencies and other programs that support our literacy goals.
- The school implements a Schoolwide Enrichment Model which builds on students learning interests while providing instructional support aligned with the Common Core State Standards.

Budget and resources alignment

- As a Title I Schoolwide program school, Conceptual Consolidation will allow us to combine federal and local Fair Student Funding to support the action plan from September 2011 to June 2012 as indicated:
 - Instructional materials for use during regular school day.
 - Instructional materials for use during Extended Day small group instruction.
 - Data Specialist per session

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Between September 2011 and June 2012, 100% of PreK-5 students and families will be invited to a monthly family events designed to celebrate all children and offer family learning opportunities.

Comprehensive needs assessment

The parent coordinator has logged parent attendance at school events for the past several years. A review of this data suggests that parent attendance was higher for events such as a Mother's Day celebration and Father's Day Breakfast than it was for parent workshops orientated around academic areas or health/nutrition concerns.

The school recognizes the value of improving parent involvement as a means of increasing student achievement. As the school seeks to increase parent involvement, we have looked for additional ways to bring parents into school. Based on the demonstrated success of the family holiday celebrations, the SLT decided to innovate additional opportunities for parents to visit the school.

We plan to offer every parent the opportunity to attend a celebration for his or her child during the month of the child's birthday (or prior/subsequent month for summer birthdays.) We anticipate that as we celebrate our students and promote subsequent family learning opportunities at the school, we will enhance a sense of community among and between families and the school. Increased awareness of the other parental involvement opportunities resulting from parent participation in the monthly birthday celebrations will help facilitate increased attendance at curriculum nights, Parents in the Classroom days and other academically-related events.

Instructional strategies/activities

Activity 1:

Development of School Leadership Team Sub-Committee to Plan and Execute Birthday Celebrations

- Teachers, parents and other community members will be invited to participate on the SLT sub-committee.
- SLT sub-committee will design, organize and promote monthly birthday celebrations.
- Target Population: Teachers, Paraprofessionals, School Aides, Parents
- Responsible Staff Members: SLT members, Parent Coordinator
- Implementation Timeline: September 2011

Activity 2:

Monthly Birthday Celebrations

- SLT sub-committee will meet in October in plan initial celebration for September/October birthdays and monthly thereafter to plan continuing celebrations.
- SLT sub-committee will reach out to school community members (e.g. teachers, PTA) to participate in birthday celebration by providing birthday treats and room decorations.
- SLT sub-committee will work with School Secretary to identify students to be celebrated each month.
- SLT sub-committee will invite families of celebrated students each month.

- Parent Coordinator will prepare and distribute newsletter with additional family learning materials and events at each birthday celebration.
- Target Population: Students, Parents
- Responsible Staff Members: SLT sub-committee members, Secretary, Parent Coordinator
- Implementation Timeline: October 2011- June 2012

Activity 3:

Assessment of Goal

- Parent Coordinator will take parent attendance at each family event.
- Parent Coordinator will share family involvement data with administration and SLT.
- SLT sub-committee will adjust publicity efforts and celebrations as determined by previous experiences and new information.
- Target Population: Parents
- Responsible Staff Members: Parent Coordinator, Principal, Assistant Principal, SLT sub-committee
- Implementation Timeline: September 2011- June 2012

Steps for including teachers in the decision-making process

- Teachers may participate on SLT sub-committee.
- All teachers and staff members are invited to SLT meetings to develop CEP goals.

Strategies to increase parental involvement

- Parent Coordinator will promote Birthday celebrations to parents.
- At each family event (e.g. Curriculum Nights, Parents in the Classroom days, Parent Book Clubs), a notice of future family involvement opportunities will be shared.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers will participate as members of the SLT sub-committee.
- Administrative staff attends hiring fairs and uses online tools to recruit highly qualified teachers, including those teachers highly qualified in supporting English Language Learners and special education students.
- The school will utilize the New Teacher Finder tool to recruit HQTs.
- The school will reach out to Network 401 personnel for support in recruiting HQTs.

Service and program coordination

- The Parent Coordinator, Arts Coordinator and Administrators will network with community-based organizations to offer family learning opportunities which will be promoted at the celebrations.

Budget and resources alignment

- As a Title I Schoolwide program school, Conceptual Consolidation will allow us to combine federal and local Fair Student Funding to support the action plan from September 2011 to June 2012 as indicated:
 - Resources for families to use at home

- Materials to be used in parent workshops at school.
- Additionally, the SLT will work with the PTA and teachers to raise funds and/or donations to support this initiative.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	1	0	N/A	N/A	0			
1	15	15	N/A	N/A	0			
2	20	20	N/A	N/A	1			
3	20	20	N/A	N/A	1			
4	14	14	14	14	3			
5	14	14	14	14	0			
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Reading Rescue (1st Grade) one-to-one instruction, during the school day. 2. Differentiated instruction within classroom setting, including relevant small group and individualized instruction such as guided reading. 3. Small Group targeted instruction during Extended Day 75 minute blocks, twice weekly. 4. Individual and Small Group pull out instruction by Literacy coach for targeted students.
Mathematics	<ol style="list-style-type: none"> 1. Differentiated instruction within classroom setting, including relevant small group and individualized instruction such as guided reading. 2. Small Group targeted instruction during Extended Day 75 minute blocks, twice weekly.
Science	<ol style="list-style-type: none"> 1. Differentiated instruction within classroom setting, including relevant small group and individualized instruction.
Social Studies	<ol style="list-style-type: none"> 1. Differentiated instruction within classroom setting, including relevant small group and individualized instruction.
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Individual counseling for at risk students is provided during the school day.
At-risk Services provided by the School Psychologist	

At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore 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:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 Committee. 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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. PS 147 staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader CHRISTOPHER GROLL/ROXAN MARKS	District 14	Borough Brooklyn	School Number 147
School Name ISAAC REMSEN SCHOOL			

B. Language Allocation Policy Team Composition [i](#)

Principal SANDRA NOYOLA	Assistant Principal CHAYVONNE HARPER
Coach TOMMASINA GALEOTAFIORE	Coach type here
ESL Teacher CHING ING LUO (COLETTE LUO)	Guidance Counselor FRANCES WATSON-CURRY
Teacher/Subject Area HALEY ARCHIBALD/SETSS/TESTING	Parent type here
Teacher/Subject Area type here	Parent Coordinator LOURDES SANTIAGO
Related Service Provider type here	Other type here
Network Leader ROXAN MARKS	Other type here

C. Teacher Qualifications [i](#)

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
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Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	230	Total Number of ELLs	21	ELLs as share of total student population (%)	9.13%
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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. [@](#)

Paste response to questions 1–6 here

1. PS 147 follows the NYC DOE requirements specific to identifying ESL students and placing them appropriately. As students are registered, parents are given the Home Language Identification Survey (HLIS) to complete. The secretary, parent coordinator and ESL teacher facilitate this process for monolingual and Spanish bilingual parents by conducting the interview, addressing any questions specific to the HLIS and ensuring that the HLIS is completed appropriately. The ESL teacher also ensures that the parent stipulates their language preference for both verbal and written forms of communication. On occasion, we encounter parents who may not speak a language we can provide translation for and those cases we utilize over the phone translation services offered by the NYCDOE translation and interpretation department. The HLIS is offered in several languages and we ensure that we have an adequate number of copies in various languages. The licensed ESL teacher is responsible for reviewing the HLIS and conducting subsequent interviews with students to confirm the language spoken at home. The ESL teacher then informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE indicating a language other than English is

spoken at home, the LAB-R is administered within the first 10 days of the student's registration entrance date. Approximately, 98% of all newly admitted students who speak a language other than English at PS 147 speak Spanish. Spanish speaking students are administered the LAB-R by the ESL teacher with the support of the bilingual Parent Coordinator. All English Language Learners, ELLs, in grades K-5 are given the New York State English as a Second Language Achievement Test (NYSESLAT). NYSESLAT raw score data is then analyzed by modality; scores are configured based on students' mastery of the English Language. Students who reach proficiency and/or mastery exit the program. Parent orientations specific to LAB-R results are conducted as needed based on the mandatory 10 day requirement. After students are identified based on their LAB-R results, the ESL teacher pulls students based on language development/acquisition and grade level. The ESL teacher meets bi-weekly with the Assistant Principal to review ATS data reports such as the RLAT and the RNMR to determine which strategies, skills and concepts match the language needs of our ELLs. Goals are set at these meetings and monitored throughout the year. Classroom teachers are also made aware of these language development expectations. The testing coordinator, ESL teacher and Assistant Principal meet before all tests are administered to ensure all ELLs receive the appropriate amount of time for testing based on their designations. The team also reviews RLAT data regularly to assign small groups for pull out instruction and to maintain accurate accounts of all ELLs. Prior to NYSESLAT administration in May, the ESL teacher and Assistant Principal participate in a March testing meeting where a testing schedule is crafted inclusive of all modalities after careful review of all available data. The ESL teacher administers the NYSESLAT to all mandated students and checks in after each test administration day to report absences, confirm all components have been taken and to determine next administrative steps.

2. The parents of students who do not pass the LAB-R and qualify to receive ESL services participate in an initial parent orientation session conducted in October by the ESL teacher. Subsequent sessions are provided to parents based on registrants who become ELLs following LAB-R testing. Our Spanish speaking bilingual parent coordinator and the ESL teacher collaboratively facilitate these parent orientation sessions ensuring that our bilingual parents' language needs are met. We offer a free standing ESL program at PS 147 and strongly encourage parents to have their children participate, however, if they opt to have their children participate in TBE or DL programs, the parent coordinator will immediately support parents with this transition. All programs are thoroughly explained to parents and workshops are conducted regularly. At least, one is conducted by the 2nd/3rd week of September, inviting newly admitted parents to participate. Another workshop, offered in October to all parents of ELLs, reiterates the programs offered by the NYC DOE and their expectations. All parent surveys requesting parents to identify which program they would like their children to participate in are kept on file in a binder in the ESL teacher's office. The parent coordinator is also made aware of these decisions. Following these initial workshops, subsequent workshops are conducted on an as needed basis. Our district family advocate can aid in this process.

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

Check all that apply

3. Bilingual letters are disseminated to all qualifying ESL students immediately. These letters are sent home with students and phone calls are made by the Parent Coordinator to confirm receipt of all letters, which is documented via the Parent

Coordinator's phone logs. The Entitlement letter invites parents to participate in the orientation session. At these sessions, each ESL program; freestanding, transitional bilingual education and dual language, is thoroughly explained and parents are asked to determine which program they would opt to have their children participate in. Parents are then directed to indicate their choices on the program selection form and these forms are filed and maintained in a binder by the ESL teacher in her office. The parent coordinator will follow up with any parents who did not attend any of the orientation sessions ensuring that they receive pertinent information and complete all necessary paperwork. All Entitlement letters are maintained in the ESL teacher's office.

4. Participating students are identified for LAB-R testing based on their HLIS within the first 10 days of attendance. Parents of students in need of ESL servicing are then asked to attend the parent orientation session in which, they determine which ESL instructional program, TBE, DL or Freestanding, their children will participate in (refer to question 3). Most PS 147 parents opt to have their children participate in the free standing program. Students receive servicing once an entitlement letter is on file or if they did not pass the NYSESLAT from the previous school year. Entitlement letters are sent home with parents and returned to school with parent signatures. If this letter is not returned, the Parent Coordinator reaches out to those parents who haven't returned them, addresses any questions or concerns they may have and/or places them in direct contact with the ESL teacher if questions are specific to instruction. All letters are kept on file in the ESL teacher's office. Logs and notes of all interactions are kept on file with the Parent Coordinator. Parents are notified of NYSESLAT results and their children's ESL status via parent letters in English and Spanish.

5. Upon review of the Parent Survey and Program Selection data, 98% of our parents opt to have their children participate in the freestanding ESL program. Our data is compiled, analyzed and filed by the ESL teacher.

6. The program model, a freestanding ESL program, is directly aligned with parent requests. Parents are cognizant of their right to request TBE and DL programs and understand that we must, either, provide the program or support them as they find the program at another school.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	5	3	2	5	3								21
Total	3	5	3	2	5	3	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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
Dual Language										0
ESL	12		1	9		3				21
Total	12	0	1	9	0	3	0	0	0	21

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	3	2	4	3								19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	2	5	3	2	5	3	0	0	0	0	0	0	0	20

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1–7 here

1. ELLs are heterogeneously grouped by grade and participate in a pullout ESL instructional model.
 - a. Students, inclusive of ELLs, who are experiencing difficulty in meeting the standards in Literacy receive Academic Intervention. These services are provided in small groups and students are pulled out receiving instruction through the utilization of programs such as Words Their Way and Guided Reading.
 - 1b. Ungraded and heterogeneous models are utilized at PS 147. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students and/or the ESL teacher at various levels of proficiency. Activities are differentiated based on appropriate expectations for each child.
2. Attendance is taken in each class to ensure all entitled students receive the mandated number of instructional minutes.
 - a. Explicit ESL instruction is 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. When students are pulled out for small group or individualized instruction, content specific vocabulary is explicitly taught, as well, as strategies for figuring out the meaning of unfamiliar words. Programs such as On Our Way to English, utilizing realia, engaging students in specific vocabulary activities incorporating the various learning styles, focusing on non-fiction and incorporating a literacy skill of the week are strategies/instructional approaches consistently. This makes content comprehensible for ELLs and creates entry points for them to make sense of what is being taught. Native English speakers receive differentiated instruction. They are paired with students who speak their native languages to support the transition from their native language to Basic

A. Programming and Scheduling Information

Interpersonal Communicative Skills (BICS). A parent volunteer also supports this transition via sitting with students during direct instruction and providing basic translation as they acquse from their native languages to English. High interest, low level texts are also utilized to support students when grade level text may incomprehensible due to lack of language. Books on tape, websites, technological supports, i.e. smartboards, laptops, desktops support this initiative. Specific materials used include Lakeshore Social Studies Photo Libraries, Scholastic Brain Bank high interest, low level texts, Good Habits, Great Readers Guided Reading Materials, Building Comprehension Skill Packs for all grade levels and bilingual texts specifically for beginner ELLs. The ESL room is also equipped with a leveled library specific to genres aligned with our literacy units of study. An emphasis has been placed on securing more non-fiction texts aligned to the Science and Social Studies units of study. All ELLs participate in enrichment, at least once a week. Teachers have been trained to utilize the Independent Investigation Method, IIM, which allows students to pose hypothetical questions which guide their research based on a non-fiction topic aligned to either, Social or Science, in grades K-3, or enrichment clusters in grades 4 and 5. Several leveled content specific texts, as well as, technological websites guide this investigative process.

4. Since ELLs at PS 147 are second generation, they speak Spanish at home and English in school. As a result, most students aren't literate in their native language and therefore native language tests aren't administered regularly. However, for Spanish speaking ELLs, their native language is assessed via the Spanish LAB shortly after registration. Classroom teachers and the ESL teacher also evaluate reading, writing, listening and speaking skills during direct instruction and document their observations via conference notes that are shared and discussed with the Instructional cabinet comprised of the Principal, the Assistant Principal and the Literacy Coach. After the level of native language abilities has been established, data ascertained from these assessments drive instruction.

5. a. PS 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, supplemental 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 PS 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 pull out ELLs to provide individualized or small group support. PS 147 also offers an after school Robotics enrichment program, of which ELLs are invited to attend.

c. The content-oriented focus of the ESL program helps to accelerate academic language proficiency in 4-6 years 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 vital role in the development of academic language through their content area instruction. NYSESLAT data for each modality are used to determine areas to focus on with each student. Focused NYSESLAT test

A. Programming and Scheduling Information

preparation helps bolster students in the areas in which they need to improve in order to test as “proficient”.

d. PS 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 specific skills they need to master in order to attain English Language proficiency.

6. Teachers at PS 147 receive continuous professional development specific to differentiation of instruction to meet the needs of all learners. As a result, teachers place special emphasis on vocabulary development during the instructional day and have incorporated UDL strategies into daily practices. Technology, such as laptops, desktops and smart boards are utilized regularly in most classrooms creating entry points for ELLs to make sense of the content. Enrichment activities focusing on Science and Social Studies instruction have also allowed teachers to explicitly model strategies to aid in unpacking non-fiction content. All self contained teachers with ELL students participate in weekly special education meetings at which time strategies specific to student's IEP goals are discussed, planned and implemented. Such research based strategies include previewing text with an emphasis on vocabulary prior to introducing any new concept, facilitating accountable talk conversations in which students are exposed to content-specific or academic vocabulary prior to the start of any unit/lesson, performance based assessments to check for understanding, on-going student conferences to monitor progress, visual and auditory aids, peer tutoring to build confidence and native language support through providing texts in the native language. Small group instruction is also provided by the ESL teacher. Since IEPs dictate that students are only required to participate in special education classes for core subjects, they engage in learning with general education students during art, music, enrichment, structured recess and gym. To address social/emotional disabilities, our school adheres to the Positive Intervention Behaviors and Supports initiative, PBIS, where we determine the positive behaviors we want students to consistently exhibit and acknowledge them when these behaviors are demonstrated. Since it is based on the "tier system", various interventions are embedded within our PBIS framework. The guidance counselor's schedule has been designed to serve any students in need of immediate at-risk counseling. The PPT examines ELLs with SWDs regularly to ensure that teachers are working arduously to address their IEP goals.

7. All pedagogues working with ELL-SWDs plan collaboratively, inclusive of the classroom teacher, SETSS teacher and coach on a weekly basis. Instructional plans are reviewed regularly to ensure that all goals identified are being met. All students, including ELL-SWDs, receive daily instruction which address using key literacy strategies to support their language development. Enrichment activities focusing on all learning styles allow teachers to further differentiate to meet the needs of all students. In order to ensure that ELL-SWDs engage in all school initiatives, administration strategically programmed the school this year allowing for all cluster teachers to be available first period daily so that they can participate in enrichment activities with all students. Our cluster teachers also engage students in art projects, performances and plays in which all students, ELLs, ELL-SWDs, and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 34
75%	
50%	
25%	

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8–17 here

8. 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 English 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. Each student's strengths and areas of improvement are collaboratively viewed by the classroom teacher, ESL teacher and supervising administrator in order to determine their level of service and instructional support. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and instructional cabinet. They are given direct service if necessary. Targeted interventions in Social Studies instruction are provided in English by the ESL teacher to those students reading below grade level. Research based scaffolding strategies such as the utilization of cognates, summarizing textbooks using words more conducive to students' book levels and incorporating activities in which students must demonstrate their understanding of a concept, i.e. debating a topic or creating a tableau. Visual aids are used to introduce topics/units of study such as teacher made powerpoint presentations and engaging smartboard activities. These strategies aid in making content-specific vocabulary more comprehensible for students. Targeted interventions in Science instruction are also provided by the ESL teacher and classroom teachers. All teachers utilize the Scientific Investigative Method to deliver all science lessons. Students participate in hands-on experiments in alignment with the NYS Science Scope and Sequence. Bilingual glossaries are available for students. The incorporation of cognates supports the introduction of Native Language Academic vocabulary prior to the introduction of any unit of study. ELLs performing at the beginner level on the language continuum are sometimes paired with intermediate or advanced ELLs while conducting hands-on experiments to support reading directions and recording findings. This initiative targets all four language modalities. Professional development for all teachers has addressed effectively facilitating accountable talk conversations while simultaneously incorporating language scaffolds ensuring all students, inclusive of ELLs, engage in content-specific conversations.

9. 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

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

Beginning

Intermediate

Advanced

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)?

Paste response to questions 1–5 here

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

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.

Paste response to questions 1–3 here

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

- Intervistation opportunities to visit various ESL 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 opportunities 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 ESL teacher based on knowledge gained through the above professional development opportunities. The ESL teacher will present specific workshops to teachers addressing the integration of scaffolding strategies into instruction, i.e., the utilization of cognates, and visual and hearing aids. Please see question 3 for more details about the structured record keeping of these training sessions. The Assistant Principal and the Literacy Coach meet weekly to plan, monitor and revise Professional Development for all teachers of ELLs. Some workshops being offered this year are:

Reading Strategies to Support Emergent Readers

Taking a Granular Look at the Common Core Learning Standards

How Do We Deliver Instruction with all Learners in Mind? Differentiating Instruction to Meet the Needs of All

The Assistant Principal participates in a monthly Assistant Principals' Institute in which current research based instructional trends are shared specific to the Citywide Instructional Expectations and has received LAP training. The Literacy Coach has received training in Reading Rescue, an intervention program focused on building

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week #1 ELA

week #2 MATH

week #3 ESL

week #4 TECHNOLOGY

week #5 INQUIRY

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
Paste response to questions 1-3 here			
1. Anticipated measurable outcomes for Professional Development will allow for the ESL teacher to gain a deeper understanding of supporting ELLs			
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	Dual Language		
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	Freestanding ESL		
• 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 members of ELLs will receive			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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This cycle rotates and includes opportunities for intervisits to classrooms, as well as, looking closely at data to

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?

Paste response to questions 1–4 here

1. At PS 147, parent and community involvement is of the utmost importance. We acknowledge that parent and the community at large, in which students live, have the potential to be a 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 the 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 2011–2012 school year, parents will 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, the Fuel Up to 360 grant, and Learning Leaders. In addition the school runs a weekly book club for parents, monthly birthday celebrations, host Math Nights and invites parents in to 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 into 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 when identifying goals to engage parents in the learning process.
4. Based on feedback ascertained from parents, school community events are planned. The PTA works collaboratively with the Parent Coordinator and administration to create a schedule of events that meet the varying needs of our parents. Much more emphasis will be placed on familiarizing parents with CCLS and the accompanying performance tasks this year.

B. Programming and Scheduling Information--Continued

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17. What additional services are provided for ELLs?

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Paste response to questions 8–17 here

8. 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 English 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. Each student's strengths and areas of improvement are collaboratively viewed by the classroom teacher, ESL teacher and supervising administrator in order to determine their level of service and instructional support. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and instructional cabinet. They are given direct service if necessary. Targeted interventions in Social Studies instruction are provided in English by the ESL teacher to those students reading below grade level. Research based scaffolding strategies such as the utilization of cognates, summarizing textbooks using words more conducive to students' book levels and incorporating activities in which students must demonstrate their understanding of a concept, i.e. debating a topic or creating a tableau. Visual aids are used to introduce topics/units of study such as teacher made powerpoint presentations and engaging smartboard activities. These strategies aid in making content-specific vocabulary more comprehensible for students. Targeted interventions in Science instruction are also provided by the ESL teacher and classroom teachers. All teachers utilize the Scientific Investigative Method to deliver all science lessons. Students participate in hands-on experiments in alignment with the NYS Science Scope and Sequence. Bilingual glossaries are available for students. The incorporation of cognates supports the introduction of Native Language Academic vocabulary prior to the introduction of any unit of study. ELLs performing at the beginner level on the language continuum are sometimes paired with intermediate or advanced ELLs while conducting hands-on experiments to support reading directions and recording findings. This initiative targets all four language modalities. Professional development for all teachers has addressed effectively facilitating accountable talk conversations while simultaneously incorporating language scaffolds ensuring all students, inclusive of ELLs, engage in content-specific conversations.

9. 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 the transition occurs smoothly for students who exit the program, the ESL teacher checks in on the students and the beginning of the year and throughout. Effective

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)?

Paste response to questions 1–5 here

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.

Paste response to questions 1–3 here

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

- Intervistation opportunities to visit various ESL 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 opportunities 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 ESL teacher based on knowledge gained through the above professional development opportunities. The ESL teacher will present specific workshops to teachers addressing the integration of scaffolding strategies into instruction, i.e., the utilization of cognates, and visual and hearing aids. Please see question 3 for more details about the structured record keeping of these training sessions. The Assistant Principal and the Literacy Coach meet weekly to plan, monitor and revise Professional Development for all teachers of ELLs. Some workshops being offered this year are:

Reading Strategies to Support Emergent Readers

Taking a Granular Look at the Common Core Learning Standards

How Do We Deliver Instruction with all Learners in Mind? Differentiating Instruction to Meet the Needs of All

The Assistant Principal participates in a monthly Assistant Principals' Institute in which current research based instructional trends are shared specific to the Citywide Instructional Expectations and has received LAP training. The Literacy Coach has received training in Reading Rescue, an intervention program focused on building

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week #1 ELA

week #2 MATH

week #3 ESL

week #4 TECHNOLOGY

week #5 INQUIRY

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This cycle rotates and includes opportunities for intervisits to classrooms, as well as, looking closely at data to

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?

Paste response to questions 1–4 here

1. At PS 147, parent and community involvement is of the utmost importance. We acknowledge that parent and the community at large, in which students live, have the potential to be a 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 the 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 2011–2012 school year, parents will 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, the Fuel Up to 360 grant, and Learning Leaders. In addition the school runs a weekly book club for parents, monthly birthday celebrations, host Math Nights and invites parents in to 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 into 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 when identifying goals to engage parents in the learning process.
4. Based on feedback ascertained from parents, school community events are planned. The PTA works collaboratively with the Parent Coordinator and administration to create a schedule of events that meet the varying needs of our parents. Much more emphasis will be placed on familiarizing parents with CCLS and the accompanying performance tasks this year.

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
														L

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	4	1											8
Intermediate(I)		2		1										3
Advanced (A)			2	1	4	3								10
Total	3	6	3	2	4	3	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	3	4	1										
	I		2		1									
	A			2	1	4	3							
	P													
READING / WRITING	B	3	4	1	1									
	I		2	2	1	4	3							
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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					3				3
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1–6 here

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 will follow. ELA data show that five out of 6 ELLs performed at Level 2. One student performed at Level 1. Of the five students performing at Level 2, two students are on the cusp of meeting grade expectations and performing at Level 3. As a result, small group instruction for these students is targeted with an emphasis on academic and content specific language. DRAs are administered twice yearly.

2. The LAB-R was administered to three students, thus far, this school year.

- The results reveal that both students tested in Kindergarten are functioning at the Beginner level of English Language acquisition.

- The results reveal that one third grader tested is functioning at the Beginner level of English Language acquisition.

- The results reveal that the one fourth grader tested is functioning at the Beginner level of English Language acquisition.

The NYSESLAT data reveals the following:

The results reveal that the one first grader tested is functioning at the Beginner level of English Language acquisition.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
SANDRA NOYOLA	Principal		1/1/01
CHAYVONNE HARPER	Assistant Principal		1/1/01
LOURDES SANTIAGO	Parent Coordinator		1/1/01
CHING ING LUO (COLETTE LUO)	ESL Teacher		1/1/01
KISHA DYER	Parent		1/1/01
HALEY ARCHIBALD	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
TOMMASINA GALEOTAFIORE	Coach		1/1/01
	Coach		1/1/01
FRANCES WATSON CURRY	Guidance Counselor		1/1/01
ROXAN MARKS	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14K147 **School Name:** The Isaac Remsen School

Cluster: 4 **Network:** 401

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 the Home Language Survey (HLIS) remain in the office to indicate language of communication. This information is entered into ATS for each newly admitted student. Records of translation/interpretation needs are maintained. The Parent Coordinator and PTA inquire regularly with parents/families regarding language of communication. As a result, these findings are communicated with administration. Signs offering the availability of interpretation services are posted prominently in the 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 are 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 at the beginning of the year to all PS 147 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 (HLIS). All materials are distributed in English and Spanish. When necessary, our school has and will request translation services to be provided by the New York City Department of Education Translation and Interpretation Unit.