



Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: P.S. 47 THE JOHN RANDOLPH SCHOOL

DBN: 12X047

PRINCIPAL: THOMAS GUARNIERI

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SUPERINTENDENT: MYRNA RODRIGUEZ

09-18-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Thomas Guarnieri	*Principal	
Deborah Nesmith	*UFT Chapter Leader or Designee	
Nina Cruz	*PA/PTA President	
Yvette Heyliger	DC 37 Representative, if applicable	
Robert Di Dio	Member/Supervisor	
Tasha Soto	Member/Parent	
Lydia DeJesus	Member/Parent	
Michelle Rodena	Member/Parent	
Maria Brito	Member/Parent	
Cecilia Rubio Paulino	Member/Parent	
Mary Twomey	Member/Teacher	
Denise Rolon	Member/Secretary	

** Signature of constituent only indicates participation in the development of the CEP, not approval.
Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **By June 2013, the number of students performing on grade level in grades 3-5 on the monthly ELA in-house assessments will increase by 10%.**

Comprehensive needs assessment

- All testing grades, 3rd, 4th and 5th totaled 39% on grade level as measured by the 2011-12 State ELA. This goal was formulated to increase State ELA scores for the 2012-13 school year.

Instructional strategies/activities

- To align student writing with the Common Core State Standards, specifically by responding to informational text (W2). Grades 3 to 5 will respond to informational text and develop an opinion or argument related to the text. Responses will develop through rich discussions around evidence from the text. Teachers will complete 2 Common Core tasks developed around Common Core units of study aligned to the literacy standards in ELA, social studies, and/or science. (One task by January 31st, 2012 and one task by the end of May 2012.)
- September: Implementation of New Departmental Schedule for targeted Literacy support on grades 4 and 5. Placement of Literacy Coach and Intervention Teacher for additional support.
- October: Teachers will receive training on the Common Core State Standards, Bloom's Taxonomy and Webb's Depth of Knowledge.
- October to June: The use of the Danielson Framework for Teaching for ongoing support in: classroom culture, teacher questioning and lesson design. Teachers will reflect to support student achievement.
- April: Teachers will receive professional development on the second Common Core Literacy Task.
- December: Teachers will receive professional development on the Common Core Literacy Standards and the first Common Core Literacy Task.
- September to November: Inquiry Teams will use protocol to look at student work.
- Teachers will create mini-lessons to align student work with the CCSS.
- October to June: Teachers will be provided with feedback on their Formal Observations in the area of Writing/Guided Writing.
- October to May: Teachers of English Language Learners will receive Professional Development from AUSSIE Consultant to align writing with the CCSS.
- October to June: Grade 5 teachers will receive one on one professional development from Literacy Support Consultant in the area of balance literacy.
- Activities will align with the Common Core Standards.
- September to June: Students will be tracked by monthly assessments. At-risk students will be regrouped for additional support. High achieving students will be challenged with more rigorous activities.
- December: Professional Development during all lunch periods. Roll-out of the second Common Core ELA Task.
- September to June: Teachers will provide student samples on hallway bulletin boards that align with the CCSS. Displays will include CCSS, task, rubric and Level 4 student sample.
- November to May: After school program on Tuesdays and Wednesdays for students on grades 3,4 and 5 with ELA focus.
- November to May: After School Program for ELLs on Thursday and Friday. Focus on aligning student work with the Common Core Standards.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Monthly Goals are given to parents to review and sign.
- Workshops for parents on the Common Core Standards.
- Parents monitor and sign their child's Home Independent Reading Log.
- Parents receive a "Next Steps" for parents' checklist outlining ways they can support their child academically.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
_____ Levy X Title I

Service and program coordination

- Network training for Instructional Coaches, Specialists/Liaison guidance from network team member/achievement coach.
- Schoolwide training and parent workshop presented by Literacy Coach.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- **By June 2013, there will be an increase from 35% of students on grade level in 2012 to 45% of students on grade level in 2013 as measured by the monthly in-house math assessments.**

Comprehensive needs assessment

- For the 2011-12 State Math Assessment, grades 3,4 and 5 dropped down 2% from 47% to 45%. This goal was formulated to increase State Math Scores for 2012-13. This year PS 47 received a D on the Progress Report due to the decline in Math scores on grade 5.

Instructional strategies/activities

- To improve Math, specifically on open ended responses in writing. In the Math classroom the written communication strand will be a focus. Through writing, students will be able to explain multiple steps taken to solve a problem. Discussions will take place that will allow students to construct viable arguments and critique the reasoning of others. Students will be able to apply skills based on their understanding of mathematical vocabulary. Teachers will complete 2 Common Core tasks developed around Common Core units of study aligned to the math standards. (One task by November 16th, 2012 and one task by the end of March.)
- October: Teachers will receive professional development on Math Common Core Standards and the first Common Core Math Task.
- 20 minutes dedicated each day to "Math Word Problem of the Day."
- September to June Departmental will take place on Grades 4 and 5 will allow streamlining of math lessons.
- September to June Math Coach will be utilized for a portion of the day to teach math to students during departmental.
- September to June F status teacher (retired from Princeton Review) will push in for Math AIS.
- October to June: Math journals mandated for students to articulate math concepts on a daily basis.
- September to June: Math Word Wall in each class
- September to June: Students assessed through inventory and monthly in-house assessments.
- October to June: Informal observations done in the math classroom providing feedback to teachers.
- February: Teachers will receive professional development on the second Common Core Math Task.
- May students will complete one Common Core Math Task.
- September to June: On-going professional development by the math coach, school-wide and individual. Topics will include: Test-Taking Strategies and Common Core Tasks in Math.
- November to May: After school program on Tuesdays and Wednesdays for students on grades 3, 4 and 5 allotting time for Math.

Strategies to increase parental involvement

- "Next Steps" for parents outlines math activities that parents can do at home with their child.
- Parents review Monthly Math Goals.
- Attend Parent Workshops on Common Core Standards.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other
_____ Levy x _____

Service and program coordination

- Network trainings for school's Instructional Coaches, Specialists/Liaison guidance from network team member/Math Specialist Carmela Leone.
- Schoolwide trainings and parent workshop by Math Coach.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- **By June 2013, school leaders will conduct a minimum of 4 classroom observations per teacher and will provide teachers with feedback and resources to improve their instructional practices.**

Comprehensive needs assessment

- This goal was created to align with the 2012-2013 Citywide Instructional Expectations to increase teacher effectiveness.

Instructional strategies/activities

- To increase teacher effectiveness as measured by the Danielson Framework for Teaching. Feedback will allow teachers to reflect upon their practices and delineate next steps for improved outcomes. Three main areas of focus are:
- Designing coherent instruction (1e)
- Using questioning and discussion techniques (3b)
- Using Assessment in instruction (3d)
- Restructuring of Grades 4 and 5, through the use of departmental will allow for push-in services by subject area. Associate teacher will provide additional support during the literacy block.
- Monthly professional development on the Danielson Framework for Teaching. Professional development will be both formal and informal.
- Teachscape website will e-mail teachers with “next steps” for student achievement.
- ESL and Bilingual Teachers will receive professional development from AUSSIE in guided writing and writing responses to informational text.
- In October teachers will be given a survey to find out their professional development goals.
- Teachers will receive personalized professional development related to their professional development goal. Resources will include ARIS Learn, Teachscape, Common Core Library and other internet resources.
- Literacy Coach and Math Coach will provide one to one professional development as needed.

Strategies to increase parental involvement

- Through monthly SLT and PTA meetings, parents will learn about the Danielson Framework for Teaching and how it will improve teacher effectiveness.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II _____ Title III _____ Grants _____ Other
_____ Levy X _____

Service and program coordination

- FSF used to purchase Teachscape website to streamline and record observations,

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2013, 60% of students in grades K through 5 will achieve a minimum of a level 3 or higher on a Common Core Aligned performance task. The task will include the use of content specific academic vocabulary.

Comprehensive needs assessment

- Based on the monthly in-house ELA assessments, using the skills items analysis, 40% of the students are on grade-level when looking specifically at vocabulary. Vocabulary cannot be bought in isolation. Students must use the vocabulary identified orally and in writing. When looking at the writing portfolios, where student work is scored to a rubric and vocabulary is listed as a criteria, 45% of the students were on grade level in September.

Instructional strategies/activities

- To increase “Academic Vocabulary”.
The strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.
- September: All teachers (teachers of ELLs and Special Education included) will select “content area vocabulary” by grade. Lower grades will select 5 words per month while upper grades select 10-20.
- Each month teachers will include the vocabulary words in “shared readings” as well as word walls and other assignments.
- October through June students will be tested on the monthly vocabulary.
- October through June: Teachers will include the vocabulary words in homework assignments.
- November Election Day professional Development will include professional development through AUSSIE. Workshop will provide a model for supporting “academic vocabulary” in the classroom.

Strategies to increase parental involvement

- “Next Steps” a checklist for parents includes activities parents can do to increase vocabulary.
- Parents review monthly vocabulary words with their child.
- Cool Culture Museum passes for parents to take students on trips and increase language experience vocabulary.
- Parents check homework each night.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Service and program coordination

- FSF and Title 1 Funds for:
Teachers to meet during teacher teams to select monthly vocabulary words from a pool of words collected from content areas, state assessments, etc,. Students will be tested on words monthly.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2013, 65% of our students will be on grade levels measured by the monthly in-house Social Studies and Science assessments.

Comprehensive needs assessment

- During the previous Quality Review, February 14, 15th, 2012, when the students were interviewed, they shared that they wanted to have more school trips. This goal is an extension of the “academic vocabulary” goal. Children will learn through language experience.

Instructional strategies/activities

- **To implement a monthly trip schedule from October to June that aligns with science/social studies scope and sequence. Each month students will attend events that will allow students to learn through direct experience.**
- In June of 2012 teams were put in place to create monthly Social Studies and Science assessments that align with the New York City Scope and Sequence.
- In September, the Literacy Coach along with the Administration designed a template that would support writing and academic vocabulary for each class trip that students attended. The template would allow for students to research an aspect of the class trip, using informational texts. It would also allow students to express their opinions on a topic related to the class trip. New vocabulary is a crucial part of the template.
- September: One teacher selected on each grade to select a trip a month for the grade that aligns with either the science or social studies curriculum.
- September through June: Students are tested each month in Social Studies and Science.

Strategies to increase parental involvement

- Parents volunteer to go on school trips to the Museums and Cultural Institutions.
- Parents review and sign monthly science and social studies goals.
- Parents check and sign social studies and science homework.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

Service and program coordination

- Pupil Transportation provides buses for monthly trips.

ACADEMIC INTERVENTION SERVICES (AIS)

Below are the total number of students receiving AIS in each subject area and for each applicable grade.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided Reading <i># of Students By Grade:</i> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	Small group – Differentiated instruction <i># of Students By Grade:</i> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Mathematics	Guided Instruction <i># of Students By Grade:</i> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Science	Guided Reading <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	During School Days Content Area Reading
Social Studies	Guided Reading <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	During School Days Content Area Reading
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.):	<i># of Students By Grade:</i> 3rd 18, 4th 15, 5th 5	<i># of Students By Grade:</i> 3rd 18, 4th 15, 5th 5	During School Days

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Strategies to recruit highly qualified teachers:

- Attend citywide recruitment fairs.
- Use the New York City Department of Education “New Teacher Finder.”
- Canvas local Colleges and Universities.

Strategies to support the development of highly qualified teachers:

- School-based Mentor Program
- School-wide Associate Model pairing new and seasoned teachers providing “built in” professional development.
- Literacy and Math Coaches to provide curriculum expertise.
- Monthly Professional Development that Aligns with School Goals
- AUSSIE Consultant to provide one on one professional development
- Literacy Support Consultant to provide one on one professional development
- Observations using the Danielson Framework for Teaching to support teacher reflection and guidance.
- Four Assistant Principals to provide teacher support.

PARENT INVOLVEMENT POLICY (PIP)

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, our school, 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

PARENT INVOLVEMENT POLICY 2012-2013

PS 47

- ★ **PARENT INVOLVEMENT POLICY WILL BE RE-DISTRIBUTED EACH SEPTEMBER TO ALL PARENTS. AN ANNUAL REVIEW OF THE POLICY WILL TAKE PLACE IN NOVEMBER.**

PARENT / PTA MEETINGS:

- ★ **PTA MEETINGS ARE HELD MONTHLY.**

PARENT WORKSHOPS:

- ★ **EACH MONTH THE PARENT COORDINATOR ORGANIZES PARENT WORKSHOPS TO SUPPORT THE NEEDS OF THE PARENTS/SCHOOL COMMUNITY.**

PARENTS ARE INVITED TO:

- ★ **BUILD ON PARTNERSHIP WITH PAL (POLICE ATHLETIC LEAGUE.)**
- ★ **BUILD ON PARTNERSHIP WITH RAINBOW YOUTH CBO.**
- ★ **REGGIO EMELIA SCHOOL PHILOSOPHY INVOLVING PARENTS IN CLASS PROJECTS AND RESEARCH OF YEARLY THEMES.**
- ★ **PARTNERSHIP WITH CHILDREN PROVIDES MONTHLY PARENT WORKSHOPS TO SUPPORT THEIR CHILD'S EDUCATION.**

PARENT ARE INVITED TO VOLUNTEER TO BECOME LEARNING LEADERS:

- ★ **LEARNING LEADERS ARE REQUIRED TO ATTEND MANDATED WORKSHOPS.**

PARENTS WELCOME TO PS 47:

- ★ **DO NOT ENTER THE MAIN ENTRANCE BEFORE 8:30 AM.**
- ★ **PLEASE MAKE AN APPOINTMENT TO SET A TIME TO MEET WITH THE ADMINISTRATOR(S) AND/OR TEACHER(S).**
- ★ **AT THE TIME OF YOUR SCHEDULED APPOINTMENT, PLEASE SIGN IN AT THE SECURITY OFFICERS' FRONT DESK AND GO TO THE MAIN OFFICE TO RECONFIRM YOUR APPOINTMENT. DO NOT GO DIRECTLY TO THE CLASS.**
- ★ **SCHOOL TRIPS: PARENTS MAY ACCOMPANY CLASSES ON SCHOOL TRIPS.**

PARENTS REQUIRED SIGNATURES:

- ★ **MONTHLY STUDENT GOALS/NEXT STEPS FOR PARENTS.**
- ★ **LEARNING ENVIRONMENT SURVEYS – PARENT MUST COMPLETE, SIGN AND RETURN.**
- ★ **REPORT CARDS – PARENTS MUST SIGN AND RETURN/PROMOTION IN DOUBT NOTICES.**
- ★ **SEND YOUR CHILDREN TO SCHOOL EVERY DAY. PLEASE HAVE YOUR CHILD ARRIVE ON TIME.**
- ★ **WHEN PICKING-UP AND DROPPING OFF STUDENTS – DRIVE SLOWLY; DON'T DOUBLE PARK. CHILDREN'S SAFETY IS OUR PRIORITY.**
- ★ **WHEN PICKING-UP AND DROPPING OFF STUDENTS – DRIVE SLOWLY; DON'T DOUBLE PARK. CHILDREN'S SAFETY IS OUR PRIORITY.**
- ★ **PARENTS SIGN HOME INDEPENDENT READING LOGS CONFIRMING THAT STUDENT READS 20 MINUTES EACH NIGHT.**
- ★ **"NEXT STEPS" FOR PARENTS OUTLINING STEPS PARENTS CAN TAKE TO HELP THEIR CHILD.**

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Rudy Rupnarain	District 12	Borough Bronx	School Number 47
School Name The John Randolph School			

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

Principal Thomas Guarnieri	Assistant Principal Stephen Frazier
Coach Joann Sgarlata	Coach Judith Romney
ESL Teacher Jessica Garcia	Guidance Counselor
Teacher/Subject Area Sonia Morando/Special Educatio	Parent type here
Teacher/Subject Area Rocio Gomez/ Bilingual	Parent Coordinator Laura Smith
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	8	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
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	3		

D. School Demographics

Total number of students in school	1078	Total Number of ELLs	285	ELLs as share of total student population (%)	26.44%
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Part II: ELL Identification Process

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

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

1. A uniform identification procedure is used with all students enrolling at our school in order to ensure an equitable standard based bilingual and ESL educational service. The procedure used to identify LEP/ELL students is as follows. When a parent comes into our school an informal interview is conducted to assess their native language. Then we find the appropriate pedadouge that speaks that language. The pedadouge is part of our translation team. The assigned pedadouges and availability schedule is as follows:

Ms. Soto, Teacher, (Spanish) - 8:00am-9:00am
Ms. Morando, Teacher, (Italian) - 8:00am-9:00am
Ms. Mikhail, Teacher, (Arabic) - 8:30am-9:30am
Mr. Sosa, Teacher, (Spanish) - 9:00am-10:00am
Ms. Mercedes, Teacher, (French) - 9:00am-10:00am
Ms. Gomez, Teacher, (Spanish) - 9:30am-10:30am
Mr. Torres, Teacher, (Spanish) - 10:00am-11:00am
Ms. Austin, Teacher, (Chinese) - 11:00am-12:00pm
Ms. Perry, Teacher, (Spanish) - 11:00am-12:00pm
Ms. Cervantes, Teacher, (Spanish) - 12:00pm - 1:00pm
Ms. Fiumara, Teacher, (Italian) - 12:00pm - 1:00pm
Ms. Perez, Teacher, (Spansih) - 1:00pm-2:00pm
Mr. Rahman, Teacher (R), (Arabic, Bengali, Urdu) - 8:00am-2:00pm

The Home Language Identification Survey (HLIS) is administered by the assigned pedagouge. The Home Language Identification Survey (HLIS) indicates whether or not a student is eligible for further evaluation. Next, the student's academic history is reviewed and assessed by the ESL Coordinator and an academic assessment is administered to support the educator judgment (e.g., formal assessments, standards based assessments, previous class placement and/or reading inventories). Then, within 10 school days, the ESL Coordinator administers the Language Assessment Battery-Revised (LAB-R), which determines the students' English proficiency level. The Spanish LAB for Spanish speaking ELL students, is administered by the following certified Bilingual classroom teachers:

Kindergarten- Ms. Perez, Teacher
1st Grade - Ms. Perry, Teacher
2nd Grade - Mr. Sosa, Teacher
3rd Grade - Ms. Gomez, Teacher
4th and 5th Grades - Ms. Soto, Teacher

This will decide whether a child is entitled to receive services as an English Language Learner (ELL) in one of the following programs: A Transitional Bilingual Education program, a Freestanding English as a Second Language program, or an ESL push in/ pull out

program.

The child's continued entitlement is determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring. The RLER report is generated from ATS to determine the eligibility for NYSESLAT testing. The report shows, currently admitted ELL students and the students that received a Beginner, Intermediate, and Advanced, as eligible to take the NYSESLAT. The NYSESLAT is administered in three individual parts by the classroom teachers and the ESL Coordinator. The classroom teachers administer the Speaking, Listening and Reading/Writing to all the students on their classroom register.

Kindergarten - Ms. Perez, Bilingual, Ms. Lapson, ESL

1st Grade - Ms. Perry, Bilingual, Ms. Austin, ESL

2nd Grade - Mr. Sosa, Bilingual, Ms. Sjogren, ESL

3rd Grade - Ms. Gomez, Bilingual, Ms. Saavedra, ESL

4th Grade - Ms. Soto, ESL

5th Grade - Ms. Cervantes, ESL

The ESL Coordinator administers the Speaking, Listening and Reading/Writing to ELL, individually, to students in all grades, that are not in self-contained ESL or Transitional Bilingual classrooms. Every year when the scores become available in August, our ESL Coordinator comes in and makes sure each child is properly placed for the following school year based on their NYSESLAT results. Students who score at the Beginning, Intermediate or Advanced Level, are Limited English Proficient and are entitled to continue services. Our students who score at the beginning level of the NYSESLAT will be chosen for Academic Intervention Services and the first ones to be invited to after school and Saturday school programs. Students who score at the Proficient Level are not Limited English Proficient and enter a general education program.

2. At P.S. 47, we reach out to current and new parents of English language learners to inform them that they have choices. It is up to the parents to decide which program their child will enroll in; a Transitional Bilingual Education program, a Freestanding English as a Second Language program, or an ESL push in/ pull out program. The Initial Parent Orientation, presented by Jessica Garica - ELL coordinator - took place on Friday, September 16, 2011, which is within 10 days of initial testing for new English language learners. To accommodate for the non-English speaking parents we provided Spanish, Arabic, and Bengali translators. The bilingual teachers - Ms. Soto, Mr. Torres, Ms. Perez assisted in translating in Spanish, and Mr Rohman translated in Arabic. During this orientation, a video is presented to educate the parents on the three types of ELL programs. Depending on the parents native language different videos are made available. The Principal, Assistant Principals, bilingual teachers, and ESL teachers are also present during this meeting. After the presentation, there is a question and answer session. Parents are then asked to complete a program selection form indicating their choice of ELL program for their child. If parents have trouble making a selection, individual counseling is available. If a newcomer enters the school after the first day of school, the parents are contacted through the telephone and invited for an individual meeting with the ESL Coordinator, Jessica Garcia, where they will watch the video in their native language and fill out the parent survey and program selection form. At the end of the year, the ELL coordinator holds another parent meeting where current parents are informed again of their three program choices. All ESL and bilingual teachers are there for support and translation services. Parents will choose their preferences for the following year.

3. An entitlement letter is distributed to the parents of our ELL students prior to the initial orientation meeting. A photocopy is made of each letter before our ELL coordinator - Jessica Garcia - distributes the letters to ESL and Bilingual teacher on each grade, who in turn send home the letters with the students in their homework folders. At the parent meeting, after the program selection forms and parent surveys are complete they are collected and sorted by grade. After the parent meeting, we find out who did not attend and send them another entitlement letter. Then we complete the program selection form and parent survey over the phone. All documents are maintained in ESL school-wide binder that are sorted by grade and year in the ESL office.

4. Our school uses a uniform ELL identification process in order to provide students with the entitled services. The placement of students in a Transitional Bilingual instructional program or a Free Standing English as a Second Language instructional program depends on the following criteria: Completion of the Home Language Identification Survey (HLIS), Administration and score on

Language Assessment Battery (LAB-R), and Parent Survey and Program Selection Form. After the criteria have been met, parents are informed with placements letters as to where students are placed. Copies are made of the placement letters and filed in the ESL school-wide binder. Students are then placed in the appropriate program and provided with the entitled services. Each Transitional Bilingual and ESL classroom has a certified LEP teacher and an Associate teacher, who is also certified and provides support to the classroom teacher and students. For students already placed in ESL and bilingual programs, the ELL Coordinator checks the NYSESLAT scores as soon as they are available in the beginning of the school year. Parents of students designated beginning, intermediate or advanced receive a continued entitlement letter. Copies of the continued entitlement letters are also filed in the ESL school-wide binder for the 2011-2012 year. Our school communicates 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.

5. After reviewing the parent survey letters, the trend seems to be that parents of ELL students at PS 47 prefer a bilingual or ESL self-contained classroom. In the lower grades, half of the parents prefer bilingual education and half of the parents prefer ESL. However, in the fourth and fifth grade there seems to be a preference for ESL rather than bilingual education. As a result, we have focused more on English only classes in the upper grades of our school.

Parent program selection by grade

	Transitional Bilingual	ESL instruction
Kindergarten	25	26
First Grade	18	28
Second Grade	20	25
Third Grade	20	25
Fourth Grade		50
Fifth Grade		48

6. We make every effort to honor the program that parents select for their child. Parent surveys have informed us that the majority of parents of LEP students choose a Transitional Bilingual instructional program or an English as a Second Language instructional program. Parents who choose a program that is not available at our school may transfer their child to another school in the district that has such a program. Parents are notified that according to Part 154 of the Regulations of the Commissioner of Education for New York State, and based on their child's entitlement, at a minimum, their child must participate in a Freestanding English as a Second Language program. The program that they choose is for the entire school year.

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1										4
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	1		1	1	3	1								7
Total	3	2	3	3	4	2	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	285	Newcomers (ELLs receiving service 0-3 years)	224	Special Education	36
SIFE	0	ELLs receiving service 4-6 years	56	Long-Term (completed 6 years)	5

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	81		5	2			0		0	83
Dual Language										0
ESL	143		22	54		7	5		2	202
Total	224	0	27	56	0	7	5	0	2	285

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	18	20	20										83
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	18	20	20	0	83								

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
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	22	23	18	15	43	42								163
Chinese		2	1											3
Russian														0
Bengali	2	1	2	6	1	2								14
Urdu														0
Arabic	2	1	1	2	2	1								9
Haitian														0
French			1	1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	1	4	2								10
TOTAL	26	28	25	25	50	48	0	202						

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?

1. ESL instruction is delivered through four separate models: Self-Contained ESL, Transitional Bilingual, pull-out ESL, and push-in ESL. In the ESL and Bilingual classrooms, the students are grouped heterogeneously by grade. The push-in and pull-out model is homogeneous. All of the self-contained classrooms, ESL and Transitional Bilingual, are heterogeneous.

2. All classroom teachers and ESL teachers submit their schedules to the ESL supervisor to make sure that each student is provided with the mandated amount of ESL, ELA, and NLA instruction time. Beginners and Intermediate students are in the ESL and Bilingual classrooms and receive 360 minutes of ESL instruction per week. The Advanced students are in pull-out and push-in programs and

A. Programming and Scheduling Information

receive 180 minutes of ESL instruction per week.

3. Science, Math, and Social Studies are all taught in English in the ESL classes through ESL strategies. All content areas are taught through leveled and differentiated instruction. Beginners, Intermediate and Advanced language learners are given comprehensible as well as challenging content. Children in the ESL classrooms receive Native language support through Ipad. We have translation apps, readers in multiple languages, translation games, and a native language library in every ESL classroom. Students also receive Native Language instruction through the bilingual teachers when available.

For the transitional bilingual classes, Math, Social Studies, and Science are taught in both English and Spanish. Our school follows the transitional bilingual model, which starts at first with 75% instruction in Spanish and 25% instruction in English. We then transition to 50% instruction in Spanish and 50% instruction in English. And finally, we transition to 25% instruction in Spanish and 75% instruction in English. All Bilingual classrooms have all materials in both English and Spanish for all content areas, including Math, Science, and Social Studies.

4. ELLs are appropriately evaluated in their native language through the Spanish Lab and the assessment program EL Sol.

5. a.) We do not currently have any SIFES in our school; but when we did, some of the services that our SIFEs received were: the associate model, adopt an at-risk student, monthly testing and additional ESL pullout time.

b.) Our ELLs who are newcomers to the country receive special attention and support during the beginning stages of their entry. Newcomers are invited to participate in all extracurricular activities, like extended day, after-school and Saturday school. Newcomers are also pulled out by the ESL teachers and are provided with extra support. All of our bilingual and ESL teachers are extremely sensitive to the hardships newcomers endure during the beginning stages of the language acquisition. Our teaching staff provides a nurturing and safe environment for all students. Some strategies that classroom teachers use are to pair the student with another student who speaks the newcomer's native language or to have the student write in his or her native language and have other students verbally translate their responses. This year, we also have Ipad which our newcomers have constant access to. We have downloaded verbal translation apps to help our newcomers create written and verbal English responses.

c.) We provide ELL students receiving 4-6 years of services, with the same academic rigor as our general education students, but with additional support from an ESL/Common Branches teacher. In addition, they are invited to our Title III ESL Saturday classes targeted just for ELLs with continued difficulties developing English Proficiency. This Saturday program provides targeted support for ELLs struggling with language acquisition through phonics programs, vocabulary development and opportunities to practice verbal and written English.

d.) Our Long Term ELL are grouped with our ELLs receiving 4 to 6 years of services. Our Saturday program was created specifically for this subgroup. Through small group instruction and individualized lessons based on each student's specific need, we hope to prepare our 5 current long term ELLs to pass the NYSESLAT. Each teacher who works with a long term ELL was made aware of the student's situation. These students have been selected to receive extra support through the data inquiry team. In addition, each one of our 5 long term ELLs receives academic intervention in both reading and math.

6.) At the beginning of the school year, the special needs teacher, ESL coordinator and related service providers discuss each ESL student's IEP. If the IEP states that the student is to receive the support of related services providers, such as speech and language therapy. The teachers involved will create a schedule for the child where they can be serviced, where it does not directly interfere with their classroom instruction. Scheduling keeps in mind what is best for the student. The ELLs identified as having special needs are also serviced by the ESL Coordinator by a push-in or pull-out program. The ESL support is given to these students in the classroom by the ESL coordinator so they can receive ESL support in their own classroom. The classroom teacher and ESL coordinator work together to design instruction to support these students, based on student data (state exams, monthly assessments, Fontis and Pinell Reading Level and Students-Teacher Conferencing). This allows students to receive additional support on the subjects and contents they are learning in their classroom.

In addition to giving support in the content areas, the ESL coordinator also introduced all ELLs with special needs to the Fast Forward Program. This computer program has been scientifically proven to improve academic achievement among students with the highest needs. ESL students with special needs on grades 4 and 5 are also signed up for an internet based academic literacy program called KidBiz3000. This interactive literacy program, based on the common core standards, is used by the students daily on ipads, where the students use all learning modalities to read nonfiction text on their independent reading level (based on the lexis system) and answer multiple choice and

A. Programming and Scheduling Information

writing responses. This program has special settings that cater to ESL (including interactive vocabulary enrichment) and settings that cater to students who need Intervention (including more visual and audio stimulation) beneficial for students with special needs. When a language learner is referred for special education, our school is equipped to provide many services to the child in need. In addition to these services, the classroom teacher, ESL coordinator and related service providers use materials to enhance instruction for these children. Materials used to enhance instruction include manipulatives, Smartboard activities, dictionaries, graphic organizers, flashcards, interactive word walls, and on occasion use materials in the students' native language.

7.) The majority of our language learners in special education are in the general education classrooms and are pulled out for related services. These students being part of a general education classroom, allows ESL students with special needs to have the maximum times spent with their general education peers, allowing for them to be exposed to grade appropriate material and behavior. However, some of our special education students are in Self-Contained Classrooms or Collaborative Team Teaching Classrooms based on their individual education plan (IEP). If a student is entitled to ESL, the child receives these services regardless of their classroom placement. Our ESL teachers service the students in both the ESL self-contained classrooms and also pull-out students from Special Education self-contained classrooms. This ensures that the students are receiving the best support and specially tailored differentiated instruction in the least restrictive environment.

The Collaborative Team Teaching Teachers implement differentiated instruction based on the needs of these students on a daily basis. These teachers use the students' data (from test scores, classroom activities, monthly assessments, teacher observation and teacher-student conferencing) both to modify the instruction according to the students' learning styles and academic needs, implement academic intervention and enrichment, when necessary. These practices are shared and lessons are designed in conjunction with the ESL coordinator, who works with these students to provide them with their IEP mandated services.

In addition, teachers of special needs students and teachers of ELLs come together as part of a teacher team on every grade. These teachers meet a few times every month to discuss curriculum, student progress, share lesson plans, instructional ideas and plan curriculum to best benefit the needs of these particular students.

Courses Taught in Languages Other than English ⓘ

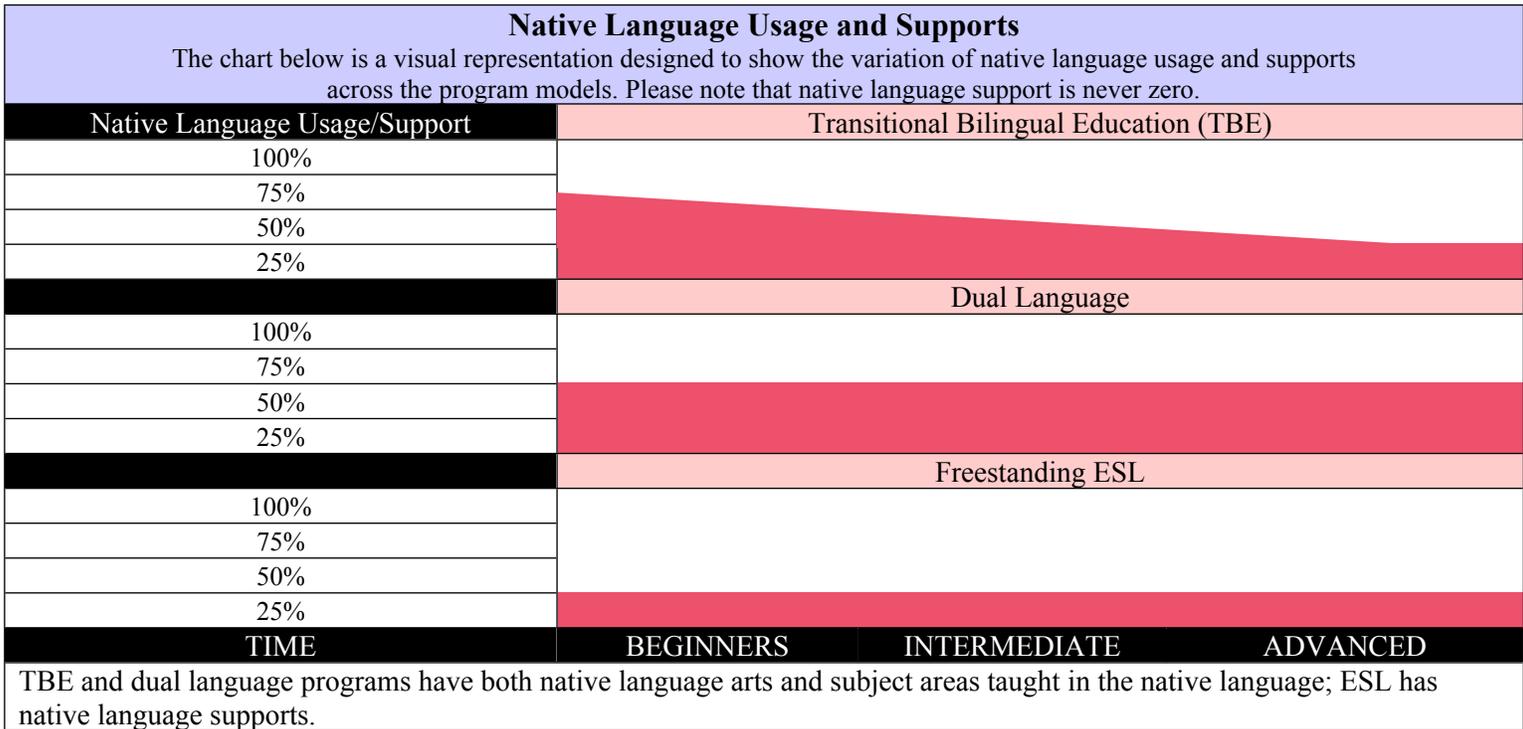
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

8.)Our targeted intervention programs are: AIS in ELA, AIS in Math, Late School, and Saturday School for At-Risk ELLs and Newcomers.

ELA: Literacy Intervention:

Tier I intervention is scheduled for five 90 minute periods per week of differentiated instruction. The effectiveness of Tier 1 is the use of Balance Literacy through the Associate Model: two teachers provide daily small-group (inter-related block: reading workshop, writing workshop, and language-word study) instruction. Instructional decisions are based on flexible grouping, N.Y.S. Standards, assessments, progress monitoring, benchmarks, rubrics and data analysis for each student. With two teachers available for 90 minutes, LEP students are able to be given more attention and support in developing English language proficiency. All instruction is delivered in English.

Tier II intervention is scheduled for four 45 minute periods per week, in small-groups, during the day, using research-based programs which provide targeted differentiated instruction, to meet the academic needs of LEP/ELLs. Assessing and grouping of students for a specific research-based program is based on progress monitoring, benchmarks, and data analysis for each student. Foundation (phonological awareness), and Early Success (comprehension and fluency) Grades K-2, for four 45 minute periods per week, in small-groups, during the day; and 50 minutes: Words Their Way (phonemic awareness, vocabulary, fluency, and comprehension) and Rigby (ELLs) (phonemic awareness, vocabulary, fluency, and comprehension) four days per week. Phonics for Reading (Grades 1-2) (phonemic awareness), for one hour period, three days per week, in small-groups, After School. Read Naturally, (fluency and comprehension), (Grades 3-5), Voyager (decoding, fluency, and comprehension) Grade 3, four 45 minute periods per week, in small-groups, during the day. 50 minutes: Soar to Success (fluency and comprehension) Grades 3-5, and Early Success (comprehension and fluency) Grade 3, four days per week, in small-groups, during the day. All of these services and programs serve to support LEP/ELL students in improving proficiency and developing academic skills in literacy (phonics, comprehension, vocabulary, etc.)

Mathematics:

Tier I intervention is scheduled for five 60 minute periods per week, in small-groups, during the day. The effectiveness of Tier I intervention is a comprehensive approach of differentiated instruction to address the academic needs of students (General Education, ELLs, and Special Education). Instructional decisions are based on N.Y.S. Standards, assessments, data analysis, progress monitoring, benchmarks, and rubrics. Tier II intervention is scheduled for three to four 45 minute periods per week with targeted differentiated instructional plans used to meet the needs of each student, in small-groups, during the day with hands-on experiences (manipulatives) to extend concepts and skills. Everyday Mathematics: Educational Games (Grades K-5), Math Steps (Grades K-5), and Uptown Education (educational software) (Grades K-5), and Elements of Daily Math (Grade 4), are used to drive data driven instruction to build conceptual understanding and ensure mastery of skills; and assist in developing the ability to think critically and solve problems.

Science:

Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction. The instruction reflects a student centered, and problem-solving approach to science aligned with N.Y.S. Standards, benchmarks, assessment, data analysis, and rubrics. Content area guided reading 3 days a week. Tier II intervention is scheduled for two 45 minute periods per week, in small-groups, during the day with targeted differentiated instruction. Scott Foresman Invention (Grades K-5), Foss (Grades 1-5), Uptown Education (educational software), Grades 1-5, Delta Science Modules (Grades 3-5) are toolkits used for intervention and re-teaching strategies through technology and hands-on activities designed to target instructional needs; and reinforcing through simplified language and comprehension aids.

Social Studies:

Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction aligned with N.Y.S. Standards, data

analysis, assessments, progress monitoring, and rubrics. Content area guided reading 3 days a week. Tier II intervention is scheduled for two 45 minute periods per week, in small-groups, with targeted differentiated instruction based on the instructional needs of each student. Scott Foresman Intervention (Grades K-5), Uptown Education (educational software), Grades (1-5), Red Brick Learning (Grade 3), Scholastic/Content Area (leveled text) Grade 4 , and Navigators (Grade 5) are toolkits used to scaffold re-teaching and intervention integrating technology as visuals to support comprehension, fluency and vocabulary.

9.) Once a student reaches proficiency on the NYSELAT his/her support does not decrease due to the great advantages of the associate model which we have implemented in our school. Each classroom has two teachers in the classroom during the literacy period. Therefore, students who are initially struggling in a monolingual setting can receive individual attention during these periods. We also have after-school and Saturday programs available to students who appear to need additional assistance. Along with test preparation, there is also a language learning Saturday program available to students who are struggling with mastering academic language. Former ELLs are also given time and a half and bilingual dictionaries for all state tests for the entire year after they pass the NYSELAT.

10.) A Morning Ipad program is being considered for the upcoming year. This program will allow students to come to school early and get enrichment through various apps on the Ipad. We currently have 32 Ipad in the building and the students are extremely excited to use them. I think by having a morning program where kids can come in and use them at their leisure, it would allow a lot of time for creative learning. According to our NYSELAT data, students in the upper grades

11.) Due to our budget cuts this year, it is with great hope that all of our current programs continue and we can only add to them in the future.

12.) Saturday Academy and Late School Programs

Our Saturday Programs, which are funded from our Title III and our Immigrant Title III budgets, prepare our newcomers, beginners, and struggling Language Learners who are at risk of becoming long term ELLs. We are targeting students who have less than one year of ESL services, students who scored at the beginner level on the NYSELAT and students who have received more than three years of ESL services and are still struggling. There will be a total of 7 classes: a Kindergarten and first grade beginner class, a first and second grade newcomer class, a second and third grade beginner class, a third grade newcomer class, a fourth and fifth grade newcomer class, a fourth and fifth grade beginner class, and a fourth and fifth grade long term ell class. Each class will include no more than 15 students and no less than 10. There will be approximately 105 students receiving this service. All instruction will be in English. The program will prepare students for the NYSELAT and ELA by developing their English reading, speaking, writing and listening skills.

13.) Perhaps our biggest addition to our instructional materials this year, were our 32 new Ipad. Our Long term ELLs and Newcomers have their own Ipad during literacy everyday. We also use them for intervention and enrichment. In addition to ipads, we have received new smartboards and bilingual libraries for each bilingual and ESL classroom. We also have new dictionaries and NYSELAT preparation books. The materials we use in content areas and native language instruction are the bilingual readers and the smartboard. The smarboard gives us access to countless amounts of power point presentations, websites, and interactive learning games. The children have access to visual cues to support their understanding in the content areas and many native language activities and games that help them to acquire more skills in their native language.

14.) Native Language support is delivered through supplemental materials which are offered in every content area in each ESL and Bilingual classrooms. We use our bilingual text books, leveled readers, workbooks, smartboards, and translation apps to support students in their native language. The majority of our teachers are also bilingual so students can receive native language support through teachers as well.

15.) All teachers and supervisors make sure that all content, materials, and support is age appropriate and on grade level. Newly enrolled ELLs are offered support through our PTA and parent coordinator.

16.) Our ESL parents are a very close community and our PTA parents provide their personal information to assist in translation and information about our school and community. We encourage parents of newcomers to read in their native language to their students and provide them with instructional materials on how to prepare their children for the upcoming school year.

17.) There are no language electives offered to our student population. We do have a transitional bilingual class which offers instruction in English and Spanish. During the state assessments, students have the option of taking the Mathematics and Science in their native language.

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.

1. Through out the year, ESL/Bilingual teachers have received numerous amounts of out of school professional development that they then turn key to the other ESL/Bilingual teachers in the school. This year specifically, the teachers of ELLs are focusing on using technology in the classroom. We have purchased 150 licenses for the Achieve3000 program and all ESL and Bilingual classrooms have access to Ipads or laptops multiple times per week. Some of the professional developments they have attended have focused on: How to use KidBiz in th classroom, How to Use Ipads Effectively in an ELL classroom, a week long intense summer training by QTEL (Quality Teaching for English Learners); Nurturing Native Language Instruction in Monolingual settings; providing language learners with Rigorous Academic Language; creating a Partnership with Parents of Language Learners in the School.; Picking the best Curriculum for a Language Learner; How to Use the NYSESLAT results to improve instruction for language learners. This year our goal is for each ESL/Bilingual teacher to receive three professional development courses outside of school that they will be able to turn key to all staff. The ESL/Bilingual teachers also meet once every two months to discuss best practicies and share effective strategies. Teachers of ELLs are also receiving twenty professional development sessions given by an Aussie/Helmsley consultant to help develop students' writing. Commonbranch teachers receive ESL professional development by the ESL Coordinator in the beginning of the year through a workshop on how to identify language learners and how to help language learners in your classroom. Commonbranch teachers are also invited to multiple workshops outside of the school annually to learn more about ESL strategies.

2. Our 5th grade ESL staff receives annual training on how to assist parents in filling out the middle school choice forms. We are also visited by multiple middle schools to discuss how to best prepare elementary students for middle school. Each year, students have the opportunity to meet with advisors from numerous middle schools during 5th grade assemblies.

3. Each year our ESL Coordinator holds multiple professional development sessions on how to properly identify an ELL in your classroom, how to use ESL Strategies to help the ELLs in your classroom, how to enrich vocabulary in your classroom, and how to effectively differentiate instruction for all learners. Every teacher attends these workshops. Attendance is taken at these professional development sessions and recorder by the ESL coordinator and agendas and attendance is also kept in our PD school binder each year.

E. Parental Involvement

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

1. The parents of our ELLs are extremely active in our school community. They attend our EPIC workshops, come to our ESL and Bilingual classrooms to assist in Native Language Instruction (read alouds and sharing cultural activities). They participate in cultural events by sharing their food and customs on important multicultural holidays.

2. We have a partnership with EPIC (Every Person Influences Children). EPIC provides workshops in multiple languages which address how parents can help support their children's education. There are a total of ten workshops which cover topics like, "How to use tv wisely," "How to be the best parent," and "How to ensure your child's success in school."

3. We use our parent surveys, talk to our PTA, and communicate with our Parent Coordinator to evaluate the needs of the parents. Our parental involvement activities address the needs of the parents by always offering translation services in every activity, showing parents how to best help their children become successful learners, and making parents aware of every state exam their children will take throughout the years at P.S. 47.

4. We provide an 18 week Adult ESL program for our parents that addresses their own daily situations and needs. We also have multiple meetings geared specifically for parents of ELLs which address the different programs we offer in this school, council with parents in advising them which program would work best for their child, and offer continuing service annual meetings to update parents how their child is doing.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	25	15	5	9	5	8								67
Intermediate(I)	26	20	15	17	12	5								95
Advanced (A)		11	25	19	33	35								123
Total	51	46	45	45	50	48	0	0	0	0	0	0	0	285

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1	2	4	2							
	I		10	10	8	9	1							
	A		16	27	16	13	8							
	P		9	4	14	25	32							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B		8	3	9	9	4							
	I		18	11	12	7	6							
	A		10	13	19	31	32							
	P		1	15	0	2	1							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	18	14	0	43
4	5	27	6	0	38
5	11	23	3	0	37
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		18		22		2		46
4	2		26		12		2		42
5	2		24		12		1		39
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		20		18		1		42
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				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	8	11	3				
Chinese Reading Test								

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

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

1. We use ECLAS, El-Sol, and Fountas and Pinnell (through the WRAP Assessment tool kit) to assess early literacy skills. Our ELLs tend to perform below grade level in their first and second years learning English. We noticed the gap grew smaller in the third and fourth years learning English. Based on this information, we make sure to have a variety of levels of all materials so that students will always have comprehensible materials. We also as a school have made a commitment to help close the ELLs learning gap by offering extra programs and more opportunities to be in smaller groups.

2. We noticed that students move from beginner proficiency level to proficient level in listening and speaking very easily and almost always in only two years. We also noticed that students move from the beginning level to the advanced level in the reading and writing section very easily, but then remain in the advanced group for many years.

3. By analyzing the NYSESLAT modalities, we clearly need to focus much more on the reading and writing sections of the NYSESLAT. Students tend to do much better on the speaking and listening sections. We will continue to work with the students on becoming stronger readers and writers by using strong programs and challenge the students constantly with vigorous work and writing conferencing.

4. In third grade, we offer a Bilingual Class and an ESL self contained class. In the Bilingual Class, our students take the ELA and the ELE. About 52% of our students are scoring levels 3 and 4 on the ELA and about 60% of our students are scoring levels 3 and 4 on the ELE. In the 4th and 5th grade ESL program, the students only take the ELA, not the ELE. Each year, every 3rd, 4th, and 5th grade ELL takes the ELL Periodic Assessment. The school leadership and teachers use this assessment to most importantly prepare ELLs for the NYSESLAT. This exam gives ELLs a great idea of what to expect for the NYSESLAT. When we get the results back, teachers use the results to see what section each child in their classes needs to focus on. The school is learning that we really need to focus on reading comprehension for non-fictional texts and writing skills for our language learners. Our ELLs tend to have an unclear understanding of grammatical rules and sentence structures. This year we have addressed this issue by having a school wide focus on reading non-fictional texts and becoming better writers, which are based on the new Common Core State Standards. Monthly reading and writing goals are set for each student to help them focus on closing their learning gap.

5. N/A

6. We evaluate our success of our ELL programs by comparing our state exam scores school wide with other monolingual classrooms as well as comparing our state scores with other schools in our district. We also look at monthly assessments school wide and compare our ELLs to monolingual classes on the same grade to ensure grade level progress. As a whole, our ELLs tend to outperform most of the district and as a result we believe our programs are very successful.

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: The John Randolph School PS47

School DBN: 12X047

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Guarnieri	Principal		10/31/11
Stephen Frazier	Assistant Principal		10/31/11
Laura Smith	Parent Coordinator		10/31/11
Jessica Garcia	ESL Teacher		10/31/11
	Parent		1/1/01
Sonia Morando	Teacher/Subject Area		10/31/11
Alvin Torres	Teacher/Subject Area		10/31/11
Judith Romney	Coach		10/31/11
Joann Sgarlata	Coach		10/31/11
	Guidance Counselor		1/1/01
	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: **12X047** School Name: **The John Randolph School**

Cluster: _____ Network: **608**

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.

The way we assess our school's written translation and oral interpretation needs is through our translation team surveying the community. In the beginning of the year, we let all parents know that we have a translation team and we will gladly translate any document they need assistance with. We also let all teachers know about our translation team and the NYC Translation phone number which will verbally translate messages in any language. We have a staff of three pedagogues and two paraprofessionals who edit, discuss, and work together to ensure that all parents are provided with appropriate and timely information. We work closely with our PTA President and our Parent Coordinator to ensure that all parents' translation needs are being addressed.

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.

The major findings of our schools written translation and oral interpretation needs are that a large amount of our parent population speaks Spanish even if their children are English dominant. Parents in all classes (Bilingual, ESL, and monolingual) have translation needs and by sending home a simple survey in the beginning of the year, we can accommodate all parents with written communication in their language of preference. We also have a large amount of parents who speak and read in Arabic. We communicated these findings to our school community by having our translation team report the survey findings to the school administration, office staff, and fellow teachers.

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.

Our translation team, which is made up of school staff, speaks, reads, understands and write in English, Spanish, French, and Arabic. Our team provides oral and written translation. Staff members are paid per session for their translations and are expected to translate all written documents in a 24 hour time period. The written documents are edited by another team member and given to the school secretary who will save the document for future use and also distribute the document to all necessary students. The parents receive written documents in the language they specified on their home language survey. Parents can also request to receive communication in two languages.

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

Oral interpretation can be provided any member of our translation team, the nyc translation interpretation unit, or any of our many staff members which are bilingual or trilingual. We provide oral interpretation on parent teacher conference night to all ESL classrooms. We provide oral interpretation to all parents in need when registering their children. We provide oral interpretation to all parents when they come in to the office or call the school and assist them with any of their needs or concerns. We also have a parent Saturday academy which allows parents to come in and get assistance in any of their interpretation needs.

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>.

P.S.47 fulfills all Chancellor's regulations by never letting a child translate for their parent, always offering an adult to assist in verbal translations, and making sure all documents which leave the building are properly translated. We are consistently assessing our services to make sure our parents are having their needs addressed by keeping in close contact with the parent coordinator and the PTA president.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 47	DBN: 12X047
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: Our Extended Day Afterschool and Saturday programs will assist our English Language Learners (ELLs) for the NYSESLAT and ELA State Assessment by developing their English speaking, reading, writing and listening skills. The main focus of the program is to provide additional support to our students in need of academic advancement. These programs will allow each student to get one to one guidance through conferencing and added support for his/her specific needs.

Subgroups and grade levels: Our Extended Day and Saturday Programs prepares our newcomers, beginners, and struggling Language Learners who are at risk of becoming long term ELLs. We are targeting students who have less than one year of ESL services, students who scored at the beginner/intermediate levels on the NYSESLAT and students who have received more than three years of ESL services and are still struggling. There will be a total of 4 classes (Grade 3 - 2 classes of ELLs. Grade 2 - 1 class of ELLs. Grade 1 - 1 class of ELLs for the Extended Day Program.

Our Saturday Program will consist of 6 Classes (One for each grade 1-5). Grade 1 will have 1 class of Bil/ESL students. Grade 2 will have 1 class of Bil/ESL students. Grade 3 will have 1 ESL class, 1 Bilingual class. Grade 4 will have 1 class of ESL students. Grade 5 will have 1 ESL class.

Each class in the Extended Day and Saturday Programs will include no more than 20 students and no less than 15. This will be subject to change. There will be approximately 80 students being serviced in the Extended Day Title III Program. In our Saturday Program there will be approximately 120 students being serviced with at least.

Schedule, language of instruction and number of certified teachers:

- The programs will be scheduled as follows:

Extended Day - Will begin November 15, 2012 through March 1, 2013 (Thursday and Friday 2:20 -4:20)

Saturday Program - Will begin November, 10, 2012 through March 2, 2013 (9:00am to 12:00pm)

All classes will be instructed in English. Our focus will be maximizing levels of reading comprehension through authentic texts. Developing Academic Proficiency by using language used in textbooks. Teachers will provide more support with Language Acquisition. Teachers will be using Achieve3000 to assign students various work activities to be completed on a weekly basis.

- Extended Day Teachers: (4) ESL/Bilingual Certified teachers.

- Saturday Day Teachers: (4) ESL/Bilingual Certified teachers. (2) Common Branch Teachers for Grade 4

Part B: Direct Instruction Supplemental Program Information

and Grade 5.

Grade 1: 3 hours with bilingual certified teacher

Grade 2: 3 hours with ESL certified teacher

Grade 3 (2 teachers rotating):

Group 1: 1.5 hours (9-10:30) common branch teacher

1.5 hours (10:30- 12) ESL certified teacher

Group 2: 1.5 hours (9-10:30) ESL certified teacher

1.5 hours (10:30- 12) common branch teacher

Grades 4 and 5 (two teachers rotating):

Grade 4: 1.5 hours (9-10:30) common branch teacher

1.5 hours (10:30- 12) bilingual certified teacher

Grade 5: 1.5 hours (9-10:30) bilingual certified teacher

1.5 hours (10:30- 12) common branch teacher

- Types of materials: Empire State NYSESLAT preparation books, Rigby Newcomer kits and IPADs with ESL specific grammar apps through Achieve 3000. Vocabulary Development workbooks and Grade Level texts as well as specific leveled text based on student abilities. Students will be using the Empire (Finish Line) Writing Workbooks to develop writing skills.

Part C: Professional Development

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

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

Begin description here:

Rationale: This year our focus is on enhancing instruction in the ESL/Bilingual classrooms. Teachers will be given the opportunity to attend professional development on ELLs and the Common Core State Standards, technology, Title III AMAO, improving writing, using non-fictional materials in the ELL classroom and using ELL assessments to drive instruction.

Teachers to receive training: All ESL and Bilingual Teachers in the school will attend at least 2 Professional Development workshops outside of school as well as receive weekly (Aussie Consultant)

Part C: Professional Development

and monthly Professional Development within school.

Schedule and duration: Our Aussie Consultant (literacy specialist) will meet with ESL and Bilingual teachers every Tuesday for a total of 20 sessions. She will push in to each classroom for 45 to 60 minutes and provide direct instruction to students. She will model for the teacher best practices for Common Core Learning Standards in regards to related tasks. Our ESL coordinator will schedule monthly afterschool common planning time for all ESL/Bilingual teachers.

Topics to be covered: Using Title III AMAO to group students and drive instruction, Smartboard lessons and activities, monitoring students progress using Achieve3000, ELLs and the Common Core Learning Standards and Using NYSESLAT Data to move and group students for small group instruction. Plus 2 days of professional development for comprehensive planning and instruction using Achieve3000.

Name of Providers:

Judith Brenner, Aussie Consultant

Jessica Garcia, ESL Teacher

Richard Peay, ESL Coordinator

Jay Klausner, Achieve3000 Trainer

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: It is our goal to invite parents to our annual "Parents Learning Too" Saturday program. We will invite parents into classrooms to celebrate their children's learning and empower parents by teaching them English in our Saturday Program as well.

Schedule and duration: Our Parent Saturday Program will meet for 18 Saturdays from 9am to 12noon. Students in the ESL/Bilingual classrooms will receive additional tutorial services as well as create a gallery of writing, art and projects for their parents to view. Students will also read for their parents and create projects together.

Topics to be covered: During the Parent Saturday Program, the topics we will cover: An Introduction to

Part D: Parental Engagement Activities

Basic English conversation and the NYSESLAT and ELA Assessments (Native Language instruction).

Name of Provider: Ms. Pimetel Soto, ESL Teacher

How Parents will be notified: Parents will receive letters inviting them to the Saturday Program. They will be asked to provide their contact information if they indicate "yes" at the bottom of the letter. The letters will be published in Spanish and English. The program will begin on Saturday, November 10, 2012.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

