

**COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015**

School Name: PS 147 THE ISAAC REMSEN SCHOOL

DBN (i.e. 01M001): 14K147

Principal: SANDRA NOYOLA

Principal Email: SNOYOLA@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: SHENEAN LINDSAY

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sandra Noyola	*Principal	
Mark Levine	*UFT Chapter Leader	
Nelida Rodriguez	*PTA President	
Laura Zummo	DC 37 Representative	
Eliza Figueroa	Assistant Principal/ CSA	
Lorraine Pizzo	Member/ UFT	
Josephine Healy	Member/ UFT	
Joseph Schlessinger	Member/ UFT	
Shannon Ham	Member/ UFT	
Yolanda Giannino	Member/ UFT	
Marisol Santiago	Member/ Parent	
Dayanara Veloz	Member/ Parent	
Clarissa Rodriguez	Member/ Parent	
Sharon Lebron	Member/ Parent	
Marisol Collado	Member/ Parent	
Melissa McAllister	Member/ Parent	
Diane Didonato	Member/ Parent	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 50% of students in grades K-5 will read at or above their "just right" independent reading level according to the recommended grade specific benchmark established by Fountas and Pinnell running records. If students' "just right" independent reading levels increase, then student performance on the NYS ELA exam will be enhanced.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of our school based data for the most recent school year showed that a majority of students were not meeting grade specific Fountas and Pinnell benchmark criteria. 38% of students met the grade specific Fountas and Pinnell benchmark criteria as of the first assessment period for the 2014-2015 school year.

We have found that reading on the benchmark specified reading levels predicts strong ELA performance in grades 3-5. Students who are not reading at the benchmark level often struggle to demonstrate proficiency on the English Language Arts assessment. 77.7% of students in grade 3-5 scored at level 1 or level 2 on the 2014 NYS ELA assessment. The average student proficiency on the NYS ELA assessment was 2.39.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Data-Driven Instruction:

All running records and Fountas and Pinnell assessments conducted during the school year will be organized and maintained by each classroom teacher to be used as a tool to collect, monitor, drive and tailor instruction for all students which is to include various multiple entry points. Independent reading levels reviewed during five benchmark periods across the current academic school year will be used to monitor and track student reading level progress across the 2014-2015 academic school year. The data will be analyzed so that teachers can provide targeted small group guided reading and/or strategy lessons for all students during the reading workshop. Teachers will implement the Architecture of the Mini lesson, and targeted lessons will focus on building reading stamina, vocabulary to build fluency, inference, and synthesizing key story elements to build comprehension skills. Teachers will implement daily reading conferences and maintain records. Independent reading levels for each student within each class will be monitored and discussed during data talks/inquiry sessions conducted by the Principal, Assistant Principal, Data Specialist, Staff Developer, Literacy Specialist and teachers to inform next steps for instruction. The steps for including teachers in the decision making process are:

- Teachers will meet in grade level teams to review student work and data. Teachers will explore various teaching strategies to help individualize instruction and create multiple entry points for students.
- Teachers will follow inquiry team protocols to investigate teaching strategies geared towards improving student progress and learning outcomes within our instructional focus.
- All teachers and staff members are invited to the School Leadership Team (SLT) meetings to aid in the development of the CEP goals.
- Teachers will analyze and revise units of study, curriculum maps and adjust instructional approaches and resources in collaboration with The Columbia University Teachers College Reading and Writing Project (TCRWP) Staff Developers TCRWP, school-based Staff Developer and Literacy Specialist.

2. Professional Development

Professional Development will be provided on the following topics: Use of Data to Plan and Revise Curricula, Strategies for Creating Multiple Entry Points, and Use of Item Analysis and Running Records to Drive Instruction. Columbia University Teacher's College Reading and Writing Project (TCRWP) will provide on-site Staff Developers (one lower grade/two upper grade), professional development calendar days at Teacher's College, Principal as Curricular Leaders conference days, Lead Teacher Specialty Groups (both lower/upper) and Paraprofessional workshops. These initiatives will be monitored and supported by our on-site Staff Developer. The Staff Developer will provide opportunities for debriefing and reflection in order to help support the professional learning of teachers aligned to the Danielson framework.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers of students in grades K-5 will implement data driven instruction. All staff members involved in providing Response to Intervention (RTI) instruction will target the learning needs of our students to ensure academic growth. The Principal, Assistant Principal, ESL Specialist, Data Specialist, Teachers, Staff Developer and Literacy Specialist will participate in data talks to monitor growth and provide instructional supports.
2. Teachers of students in grade K-5 will engage in professional development opportunities provided by the TCRWP Staff Developers, Principal, Assistant Principal, Staff

Developer and Literacy Specialist.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Periodic data talks facilitated by the Principal, Assistant Principal, Data Specialist and Staff Developer will coincide with Benchmark Assessment Periods from September 2014- June 2015 to identify student needs and plan instructional supports. Regularly scheduled Inquiry Meetings will be attended and monitored by members of the Instructional Cabinet to support use of the data to drive and tailor instruction for targeted students.
2. Rounds of formal and informal observations under the Advance Teacher Evaluation System will be conducted from 2014 - June 2015. Classroom inter-visitations from September 2014 – June 2015 will provide opportunities to collect low-inference data and debrief in an effort to promote greater teacher effectiveness and improve student learning outcomes.

D. Timeline for implementation and completion including start and end dates

1. Data will be collected during Benchmark Assessment Periods: September 2014, November 2014, January 2015, March 2015, May/June 2015. Data driven instruction will be implemented from September 2014 – June 2015.
2. Rounds of formal and informal observation under the Advance Teacher Evaluation System will be conducted from September 2014 – June 2015.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School budget allocations funded Data Specialist position to support teacher use of data. School schedule programmed to maximize opportunity for grade level common planning through aligned preparation periods. School based option used to establish 115 minutes for professional learning opportunities/data inquiry time.
2. School budget allocations funded on-site Staff Developer to support teacher in implementing of data-driven instruction. School budget allocations fund TCRWP professional development work. School schedule program to maximize opportunity for grade level common planning through aligned preparation periods. School budget allocations used to provide substitute teacher coverage for teachers attending professional development away from school site.

Strategies to Increase Parent 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).

In collaboration with our Bilingual Parent Coordinator, the Principal, Assistant Principal, Consultants, and select teachers will conduct parent workshops to help parents understand their child's independent reading level and how they could best support their child's reading at home. Monthly grade newsletters informing parents of current Units of Study across curricula have been implemented within the 2014-2015 school year to foster a strong home-school connection. The Parent Coordinator and other staff will be available for translation during these workshops. Our Parent Coordinator will analyze parent involvement by monitoring attendance and participation, so as to develop strategies to increase parental involvement. To this aim, she will maintain all parent workshop agendas, attendance, and handouts in an organized binder. The school will host monthly parent in the classroom events to provide parents with an opportunity to observe instruction and provide opportunities for them to learn how to support their children at home. Parents will be trained on how to access and use the ARIS Parent Link. In an effort to mirror student's classroom experiences, our Parent Coordinator will facilitate a Parent Book Club to increase awareness of literacy strategies within the Units of Study and provide a model for book conversations parents can use in the home.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Between September 2014 and June 2015, there will be a 5% (20%-25%) increase of parental involvement in monthly family events designed to celebrate all children and offer family learning opportunities as evidenced by the attendance rosters. If we invite parents to participate in the educational process, then we will build a stronger school community and reinforce the home-school connection.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2013-2014 Learning Environment Survey indicated families agree that the school effectively communicates what their child is learning (93%) and communicates what needs to be done to prepare students for college, career, and success in life after high school (94%). 97% of families feel welcome and that the school is responsive to parent feedback in the education of their children.

The school recognizes the value of improving parent involvement as a means of increasing student achievement. As the school seeks to increase parent involvement, we have looked for additional ways to bring parents into the school. The Parent Coordinator has logged parent attendance at school events for the past several years. A review of this data suggests that parent attendance was higher for events such as Mother's Day and Father's Day celebrations than it was for Parent Workshops oriented around academic areas or health and nutrition concerns. Based on the demonstrated success of the family holiday celebrations, the SLT decided to plan additional opportunities for parents to visit the school.

We plan to offer every family the opportunity to attend a monthly school event as informed by our monthly grade-level newsletters and on-line school calendar. We anticipate that as we celebrate our students and promote subsequent family learning opportunities at the school, we will foster a stronger home-school connection and provide the knowledge and strategies our families need to support our students as learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. PS 147 will host family events on a monthly basis, including Open House, Fall Harvest Festival, Multi-Cultural Festival, Family Pot Luck, Holiday Show, Math Night, Literacy Night, Movie Night, Physical Education/Nutrition, Art Show, Arts Workshops, Music Show, Cookshop For Families and School Garden/Hydroponics Lab which supports Danielson Domain 4.
2. PS 147 will host Parents in the Classroom on a monthly basis, inviting all parents.
3. The Learning Leaders parent volunteer program will be implemented to support the school's needs.
4. PS 147 will host Parent Book Clubs, open to all parents.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, parents, and other community members will participate in the SLT sub-committees that organize monthly events.
2. Administrators and teachers will plan Parents in the Classroom and invite all parents.
3. Parent Coordinator and Learning Leaders parent volunteers will support, organize, and assist in the achieving of those goals.
4. Parent Coordinator and Pre-K Social Worker will organize, facilitate, and support parent book club.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent Coordinator will keep attendance at each family event to monitor parent involvement. That data will be shared with administration and SLT members. SLT subcommittee will adjust publicity efforts and events as determined by previous experiences and new information.
2. Parent Coordinator will keep attendance for each Parents in the Classroom session.
3. Parent Coordinator will keep parent attendance at each Parent Book Club session.

D. Timeline for implementation and completion including start and end dates

1. September 2014 SLT designates subcommittees to address parent events. Each month SLT subcommittees plan parent events September 2014 – June 2015.
2. Each month Parent Coordinator invites parents to Parents in the Classroom September 2014 – June 2015 school year.
3. Each month Parent Coordinator invites parents to participate in Parent Book Club within the 2014-2015 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. School budget allocations support Parent Coordinator position and Learning Leader parent volunteer training for each in part D.

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).

Parent Coordinator will promote monthly events to parents by distributing a monthly event calendar. Events will also be advertised on our school website. Monthly grade level newsletters will also serve to inform parents of monthly school events. Teachers and school staff will utilize allocated parent involvement time to make phone calls, schedule meetings, and send recorded calls to families.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015 there will be a 5% increase in math student outcomes as evidenced by students end of year Measures of Student Learning (MOSL) results across grades 3-5. If we utilize technology to address student needs as determined by pre-assessments and teacher observation, then students will show improved performance on the common core aligned Go Math! curriculum and assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

A review of our school based data for the most recent school year showed that 77.7% of students in grades 3-5 scored at level 1 or 2 on the 2014 NYS Math assessment. The average student proficiency on the NYS Math assessment was 2.35. We have found that the Math Achievement Gap has not been bridged within grades 3-5. Students who are not at the benchmark level struggle to demonstrate problem solving proficiency on unit math assessments.

Math integration with technology is a need that speaks to our students' learning style. This will promote student readiness for future technology based assessment demands.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Grade 3-5 students participate in technology based IXL Math program to enhance motivation and self-monitoring skills that fulfill Danielson Domain 3.
 2. Grade 3-5 students learn how to reflect upon past performance and their own improvement based on IXL student friendly progress data.
 3. Students learn how to synthesize prior math information and apply it to new situations in order to enhance critical thinking skills.
 4. SMARTBoard technology will be used to model problem solving procedures so that students internalize a process for solving complex/multi-step problems.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Computer Specialist, Principal, Assistant Principal, and teachers funding and programming of computer activities.
 2. Grade 3-5 teachers utilize common planning time to communicate with Technology Specialist to link IXL computer activities to areas of need.
 3. Computer Specialist, Principal, Assistant Principal plan professional development activities around incorporating math and technology and the data yielded by IXL.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Teachers will evaluate pre assessments to inform targeted IXL activities.
 2. Teachers and Computer Specialist will work with IXL data to determine student progress.
 3. Teachers will compare growth using mid chapter performance tasks and end of unit assessments by assessing needs using an item analysis outlook.
- D. Timeline for implementation and completion including start and end dates**
1. During the Fall of 2014, classroom teachers and Computer Specialist began the implementation of mathematics integration with technology. Assessment of student progress will be ongoing. During the Spring of 2015, classroom teachers, Computer Specialist, Principal and Assistant Principal assess impact of technology based programs on student performance.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. PS 147 will purchase a technology based option for students to create multiple entry points in interfacing with math.
 2. Programming will allow for at least one class period per week to provide students with dedicated time to work with the IXL Math Program.
 3. Teachers will be provided with professional development for Exemplars problem solving strategies and rubrics.

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).

Monthly classroom and lab visits by parents during Parents in the Classroom events. Parent night activities within the computer lab. Development sessions to inform parents of the uses of IXL.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
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Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015 100% of teachers in grades 2-5 will receive professional development in Visual Thinking Strategies (VTS) to support an instructional focus on improving teacher practice using questioning and discussion techniques that actively engage students in learning. If teachers use VTS to provide greater opportunities for students to engage in conversation, then they will be better able to synthesize information and articulate ideas.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of formal and informal observation reports during the 2013-2014 school year suggest the need to develop teacher proficiency in Component 3B Using questioning and discussion techniques and 3C Engaging students in learning.

The 2013-2014 NYCDOE School Quality Guide indicated that 22.3% of students scored at level 3 or level 4 on both the NYS Math and ELA assessments. The average student proficiency was 2.35 on the NYS Math Assessment and 2.39 on the NYS ELA Assessment. Item Skill analyses revealed that student performance was weakest on short/extended/constructed response items. Based on these assessments we have determined that students have difficulty synthesizing information and articulating their thoughts. VTS specifically addresses these areas of need and provides opportunities for students to gain insight into complex ideas.

We anticipate that improving teacher practice in developing students' ability to explain their thinking and site evidence by synthesizing detail will positively impact student performance on ELA and Math short/extended/constructed response items.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development facilitated by Visual Thinking Strategies targeting all teachers of students grades 2-5, including teachers of English Language Learners and Special Education students.
2. Teachers will make multiple visits to professional development sessions and will also be supported on site by professional development providers during classroom visits to engage with the VTS model.
3. Principal and Assistant Principal will engage in observation cycle according to ADVANCE model.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principal will program and schedule all classroom teachers of students in grades 2-5 to receive professional development in VTS.
2. Arts Education Liaison will assist in scheduling class visits.
3. Principal and Assistant Principal will engage in observation cycle according to ADVANCE model.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PS 147 elected to administer the NYCDOE Common Core aligned Baseline and Benchmark Assessments as periodic assessments. We are also administering mock CCLS Math and ELA examinations. We will use these assessments to monitor student progress towards meeting the goals of our instructional focus (synthesis, inferring, and building a stronger vocabulary).
2. VTS providers will give feedback about teacher development after PD sessions and determine next steps.
3. Administrators will evaluate teacher development under the ADVANCE model by monitoring the use of VTSA strategies across curricula.

D. Timeline for implementation and completion including start and end dates

1. Fall 2014- Begin Professional Development for teachers new to PS 147 and in their first year of using VTS strategies.
2. Expand Teacher Training to grade 2 teachers.
3. Year 2 training for Teachers continuing to provide VTS strategies.
4. We are continuing with our three year commitment to VTS from 2013-2015.
5. Observations of teachers will take place throughout 2014-2015 school year as per ADVANCE model.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Dedicated Wednesday VTS lessons.
2. Teachers will be released and per diem substitute teachers hired to support periodic out-of-the-building training for teachers.
3. Principal and Assistant Principal will engage in observation cycle according to ADVANCE model. School-based option allowing 80 minute professional development period weekly will allow for teacher development based on observed teacher practice.

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).

Information on VTS will be shared with parents in school newsletters and parents will be invited in to school for the opportunity to observe VTS lessons as part of Parents in the Classroom sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> - Imagine Learning computer program - Differentiated instruction within classroom setting, including relevant small group and individualized instruction such as guided reading and daily conferences - Individual pull out instruction by the RTI Teacher and paraprofessionals for targeted students using the Reading Rescue and Great Leaps programs. 	Small group, one-to-one, multi-sensory instruction, technology assisted instruction	During the school day
Mathematics	<ul style="list-style-type: none"> - IXL Math computer program - Differentiated instruction within classroom setting, including relevant small group and individualized instruction such as guided math 	Small group, one-to-one, multi-sensory instruction, technology assisted instruction	During the school day
Science	<ul style="list-style-type: none"> - Differentiated instruction within classroom setting, including relevant small group and individualized instruction 	Small group, one-to-one, multi-sensory instruction, technology assisted instruction	During the school day
Social Studies	<ul style="list-style-type: none"> - Differentiated instruction within classroom setting, including relevant small group and individualized instruction - Visual Thinking Strategies (VTS) are utilized - Exploration of historical artifacts from the New York Historical Society (NYHS) 	Small group, one-to-one, multi-sensory instruction, technology assisted instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Individual counseling for at-risk students 	one-to-one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff attends hiring fairs and uses online tools to recruit highly qualified teachers, including those teachers highly qualified in supporting English Language Learners and special education students. The school will utilize the New Teacher Finder tool to recruit HQTs. The school will reach out to Network 401 personnel for support in recruiting HQTs. The school provides additional support and mentorship for untenured teachers. The school utilizes an SBO to devote 115 minutes each week to Professional Development and/or Data-Inquiry work.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The school utilizes an SBO to devote 115 minutes each week to Professional Development and/or Data-Inquiry work. The school contracts with Teachers College Reading and Writing Project to provide Professional Development on-site and at Teachers College. The school hired a Staff Developer and Literacy Specialist to support Teacher Practice. The Assistant Principal attends ELI workshops offered by the CSA. The school sends teachers to Network 401 and centrally offered NYCDOE professional development.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds were used for services for Students in Temporary Housing including the purchase of school supplies and clothing. Fees for trips and school activities were also paid for on behalf of STH.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre K classes hosted at PS 147 are involved in all schoolwide activities and Pre K teachers participate in joint PD with all other PS 147 staff. Parents of Pre K students participate in outreach activities hosted by the Parent Coordinator. The school hosts information sessions for prospective students and parents and provides outreach to area preschool care givers and day care centers.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The administration involves Teacher input in the selection of assessments through the instructional cabinet, surveys and faculty meetings. The MoSL Committee recommended assessment choices for teacher evaluation purposes. The instructional cabinet made periodic assessment choices based on teacher feedback. A schoolwide assessment calendar is designed, published and revised based on feedback from the school community. Professional development in using assessment results is provided by Network 401 Staff, Staff Developer, Literacy Specialist, Teachers College Reading and Writing Project, and central NYCDOE offices to selected staff members.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 and 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 his/her 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 of the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DBN: 14K147

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$246,059.55	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$81,973.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,615,745.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 14	Borough Brooklyn	School Number 147
School Name The Isaac Remsen School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sandra Noyola	Assistant Principal Eliza Figueroa
Coach type here	Coach
ESL Teacher Thomas Kwai	Guidance Counselor Francis Watson-Curry
Teacher/Subject Area Michael Pinkava/SETTS/IEP/408	Parent
Teacher/Subject Area	Parent Coordinator Lourdes Santiago
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	264	Total number of ELLs	22	ELLs as share of total student population (%)	8.33%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17		2	5		1				22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	0	2	5	0	1	0	0	0	22
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	3	4	4	2								22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	3	3	4	4	2	0	22						

Part III: Assessment Analysis

Assessment Breakdown

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

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)	1	1												2
Intermediate(I)			2	2										4
Advanced (A)	8	1	3	2	2									16
Total	9	2	5	4	2	0	0	0	0	0	0	0	0	22

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	1			4
4	1	1			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4								4
4	1		1						2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Literacy skills of all ELLs are assessed through state tests such as the NYSESLAT and ELA exams. An analysis of data from the NYSESLAT will follow. ELA data show that two out of six ELLs performed at Level 2. Four students performed at Level 1. As a result, small group instruction for these students is targeted with an emphasis on academic and content specific language. DRAs are

- administered twice yearly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. LAB-R results have resulted in entitlement for six students, thus far, this school year.
 - The results reveal that one student tested in Kindergarten is functioning at the Beginner level of English Language acquisition.
 - The results reveal that five students tested in Kindergarten is functioning at the Advanced level of English Language acquisition.
 The NYSESLAT data reveals the following:
 - The overall results reveal that one out of nine students tested in Kindergarten is functioning at the Beginner level.
 The overall results reveal that eight out of nine students tested in Kindergarten are functioning at the Advanced level.
 - The overall results reveal that one out of two students tested in first grade is functioning at the Beginner level. The overall results reveal that one out of two students tested in first grade is functioning at the Advanced level.
 - The overall results reveal that two out of five students tested in second grade are functioning at the Intermediate level.
 - The overall results reveal that three out of five students tested in second grade are functioning at the Advanced level.
 - The overall results reveal that two out of four students tested in third grade is functioning at the Intermediate level.
 - The overall results reveal that two out of four students tested in third grade are functioning at the Advanced level.
 - The overall results reveal that two students tested in grade 4 are functioning at the Advanced level.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 3. Patterns across NYSESLAT modalities will impact instructional decisions regarding areas of focus specific to ELLs. More than half of our ELLs are functioning at the Advanced level and are working to move to meet proficiency. The four students who are at the Intermediate level of proficiency in reading and writing will receive additional tier 2 academic intervention. The two students who are at the Beginner level of proficiency in reading and writing will receive additional tier 2 academic intervention.
 4. For each program, answer the following:
 - a. 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?
 4. The ESL teacher and Assistant Principal conduct a thorough data analysis of all NYSESLAT data. The overall result of the NYSESLAT 2013 Listening and Speaking component indicates that Speaking still remains the highest performing aggregate throughout the ELL 1-5 population. Writing continues to be the least performing aggregate throughout the ELL 1-5 population. Students at PS 147 are primarily second generation and as a result, our ELLs are not literate in their native language. Therefore students do not take tests in their native language based on Spanish LAB-R results. Native Language tests have been ordered and are available to those students who may require one.
 - b. The school leadership team, the instructional cabinet and pedagogues utilize results from periodic and ELA assessments to determine next instructional steps for students.
 - c. Periodic assessments are created through Rally Publications, through which teachers can customize assessments for specific literacy skills. An analysis of the last periodic assessment administered in late January/early February 2013 revealed ELLs continue to struggle with word meaning and multisyllabic words.
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

ELL students take part in RtI screening to assess whether their literacy skills and competencies are meeting grade level benchmarks. If ELL students are flagged as at-risk or below-benchmark on a particular skill or competency, the students receive targeted instructional support in this area. Tier 1 instruction is delivered to all students in the general education classrooms by qualified teachers. Strong classroom instruction is a key step to supporting our ELLs at-risk. The instructional core is tailored to the needs of the classroom population especially the needs of ELLs. Tier 2 instruction is provided to support ELLs who are not showing adequate progress on the skills and competencies measured. ELLs receive instructional interventions that utilize strategies that are research-based. Progress monitoring data is used to make decisions about changes in goals, instruction, and services. When progress is monitored, an ELL's language development is taken into account when analyzing an ELL's progress.
 6. How do you make sure that a child's second language development is considered in instructional decisions?

The school has implemented a variety of instructional approaches and methods to enrich second language development for ELLs. In ESL instruction, it is essential to make content areas comprehensible for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL teachers also promote a print-rich environment, family involvement, and an appreciation of cultural diversity. ESL teachers ensure that literature and content materials are appropriate and adapted to students'

ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. Teachers also promote a “buddy system” in the classroom.

7. 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?
7. PS 147 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8.. PS 147 evaluates the success of its ELL programs through a review of the New York State assessments of ELA, Mathematics, and Science, combined with a review of student performance on the NYSESLAT. The NYSESLAT helps determine the percentage of students achieving proficiency. The modality NYSESLAT scores, as well as, scores on other tests are used to determine areas of weakness for each student which should be addressed. ATS reports such as the RLAT and RNMR are utilized to track progress of a three year period and determine which modalities should be focused on during direct instruction.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. PS 147 follows the NYC DOE requirements specific to identifying ESL students and placing them appropriately. As students are registered, parents are given the Home Language Identification Survey (HLIS) to complete. The secretary, parent coordinator and ESL teacher facilitate this process for monolingual and Spanish bilingual parents by conducting the interview, addressing any questions specific to the HLIS and ensuring that the HLIS is completed appropriately. The ESL teacher also ensures that the parent stipulates their language preference for both verbal and written forms of communication. On occasion, we encounter parents who may not speak a language we can provide translation for and those cases we utilize over the phone translation services offered by the NYCDOE translation and interpretation department. The HLIS is offered in several languages and we ensure that we have an adequate number of copies in various languages. The licensed ESL teacher is responsible for reviewing the HLIS and conducting subsequent interviews with students to confirm the language spoken at home. The ESL teacher then informs the pupil accounting secretary as to what the appropriate OTELE code will be. If a student has an OTELE indicating a language other than English is spoken at home, the LAB-R is administered within the first 10 days of the student’s registration entrance date. The majority of all newly admitted students who speak a language other than English at PS 147 speak Spanish. All Spanish-speaking new entrants who score at or below the cut scores on the LAB-R will be administered a Spanish LAB by the ESL teacher. The Spanish LAB is administered only once during the same testing period as the LAB-R in order to determine language dominance for instructional planning in providing services. All English Language Learners, ELLs, in grades K-5 are given the New York State English as a Second Language Achievement Test (NYSESLAT). NYSESLAT raw score data is then analyzed by modality; scores are configured based on students’ mastery of the English Language. Students who reach proficiency and/or mastery exit the program. Parent orientations specific to LAB-R results are conducted as needed based on the mandatory 10 day requirement. After students are identified based on their LAB-R results, the ESL teacher pulls students based on language development/acquisition and grade level. The ESL teacher meets bi-weekly with the Assistant Principal to review ATS data reports such as the RLAT and the RNMR to determine which strategies, skills and concepts match the language needs of our ELLs. Goals are set at these meetings and monitored throughout the year. Classroom teachers are also made aware of these language development expectations. The testing coordinator, ESL teacher and Assistant Principal meet before all tests are administered to ensure all ELLs receive the appropriate amount of time for testing based on their designations. The team also reviews RLAT data regularly to assign small groups for pull out instruction and to maintain accurate accounts of all ELLs. Prior to NYSESLAT administration in May, the ESL teacher and Assistant Principal participate in a March testing meeting where a testing schedule is crafted inclusive of all modalities after careful review of all available data. The ESL teacher administers the NYSESLAT to all mandated students and checks in after each test administration day to report absences, confirm all components have been taken and to determine next administrative steps.

2. 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.
- At the Parent Orientation, the Parent Coordinator serves as Spanish translator. Additional translators of other languages are provided, if needed. Translated brochures are distributed detailing all three program choices available in New York State: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. A DVD is shown in parents' native language. If more than one native language is spoken by parents, the school provides alternate meeting times and multiple opportunities to view the DVD in individual native languages. Parents are made aware of the three programs available to them in New York City – Transitional Bilingual Education, Dual Language, and English as a Second Language. Though our school only has an ESL program, we never try to sway parents to choose a specific ELL program. In fact, we encourage them to explore the three programs. We inform parents that if the school reaches the warranted number of students (15) in at least two contiguous grades speaking in the same language, a bilingual program will form in the school. Informational and question-and-answer sessions follow the DVD viewing in order to ensure parents understand all information received. Appointments for one-on-one meetings/presentations and phone conversations are arranged with parents who are unable to attend the scheduled orientations. Informational packets are also sent home to those parents. Translated versions of these documents are available in English and nine other languages. If ever a Transitional Bilingual class or a Dual Language class is opened in our school, parents who previously chose a Transitional Bilingual or Dual Language class will be notified and invited to register.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
3. The ATS report, RLAT, is used to determine which students will continue to receive ESL services. Continued Entitlement letters are sent home to parents of these students and returned to school with parent signatures. Once all newly enrolled ELLs have been identified through the HLIS process and LAB-R evaluation, Entitlement letters are sent home to parents of all newly enrolled ELLs and returned to school with parent signatures. Classroom teachers collect all Entitlement Letters and Continued Entitlement letters and submit them to the ESL teacher. If letters are not returned, the Parent Coordinator reaches out to those parents who haven't returned them, addresses any questions or concerns they may have and/or places them in direct contact with the ESL teacher if questions are specific to instruction. All letters are kept on file in the ESL teacher's classroom. Logs and notes of all interactions are kept on file with the Parent Coordinator. Parents are notified of NYSESLAT results and their children's ESL status via parent letters in English and Spanish. Non-Entitlement letters are sent to all students who score at or above proficiency on the LAB-R. Concurrently, invitations to the Parent Orientation meetings are sent home one to two weeks prior to the meetings. A second invitation is sent three to four days prior to the meetings. Parent Surveys and Program Selection Forms are distributed and explained at the Parent Orientation meetings and one-on-one meetings with parents. The Parent Coordinator serves as Spanish translator. Additional translators of other languages are provided, if needed. Translated brochures are distributed detailing all three program choices available in New York State: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. A DVD is shown in parents' native language. If more than one native language is spoken by parents, the school provides alternate meeting times and multiple opportunities to view the DVD in individual native languages. Informational and question-and-answer sessions follow the DVD viewing in order to ensure parents understand all information received. Appointments for one-on-one meetings/presentations and phone conversations are arranged with parents who are unable to attend the scheduled orientations. Informational packets are also sent home to those parents. Parent Orientations culminate with the distribution and explanation of Parent Surveys and Program Selection Forms. Translated versions of these documents are available in English and nine other languages. Parents are made aware of the three programs available to them in New York City – Transitional Bilingual Education, Dual Language, and English as a Second Language. Once parents have completed the Parent Surveys and Program Selection Forms, all surveys and forms are collected at the close of the meetings and maintained by the ESL teacher. Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ESL Teacher and the Parent Coordinator. One-on-one meetings are arranged that accommodate parents' schedules. Parents' choices are always honored. The ESL teacher is responsible for updating the ELPC screen in ATS within 20 days.
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.
4. The ATS report, RLAT, is used to determine which students will continue to receive ESL services. Continued Entitlement letters are sent home to parents of these students and returned to school with parent signatures. Once all newly enrolled ELLs have been identified through the HLIS process and LAB-R evaluation, Entitlement letters are sent home to parents of all newly enrolled ELLs and returned to school with parent signatures. Classroom teachers collect all Entitlement Letters and Continued Entitlement letters and submit them to the ESL teacher. If letters are not returned, the Parent Coordinator reaches out to those parents who haven't returned them, addresses any questions or concerns they may have and/or places them in direct contact with the ESL teacher if questions are specific to instruction. All letters are kept on file in the ESL teacher's classroom. Logs and notes of all interactions are

kept on file with the Parent Coordinator. Parents are notified of NYSESLAT results and their children's ESL status via parent letters in English and Spanish. Non-Entitlement letters are sent to all students who score at or above proficiency on the LAB-R. Concurrently, invitations to the Parent Orientation meetings are sent home one to two weeks prior to the meetings. A second invitation is sent three to four days prior to the meetings. Parent Surveys and Program Selection Forms are distributed and explained at the Parent Orientation meetings and one-on-one meetings with parents. The Parent Coordinator serves as Spanish translator. Additional translators of other languages are provided, if needed. Translated brochures are distributed detailing all three program choices available in New York State: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. A DVD is shown in parents' native language. If more than one native language is spoken by parents, the school provides alternate meeting times and multiple opportunities to view the DVD in individual native languages. Informational and question-and-answer sessions follow the DVD viewing in order to ensure parents understand all information received. Appointments for one-on-one meetings/presentations and phone conversations are arranged with parents who are unable to attend the scheduled orientations. Informational packets are also sent home to those parents. Parent Orientations culminate with the distribution and explanation of Parent Surveys and Program Selection Forms. Translated versions of these documents are available in English and nine other languages. Parents are made aware of the three programs available to them in New York City – Transitional Bilingual Education, Dual Language, and English as a Second Language. Once parents have completed the Parent Surveys and Program Selection Forms, all surveys and forms are collected at the close of the meetings and maintained by the ESL teacher. Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ESL Teacher and the Parent Coordinator. One-on-one meetings are arranged that accommodate parents' schedules. Parents' choices are always honored. The ESL teacher is responsible for updating the ELPC screen in ATS within 20 days.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ATS reports, RLER and RLAT, are used to determine which students are eligible to take the NYSESLAT exam. Several official notices are sent home with students announcing the dates of the upcoming NYSESLAT exam. A week prior to the exams, reminder notices are sent home to re-notify parents of the upcoming exam dates. Phone calls are placed to parents if children are absent during any section of the NYSESLAT. Children who are absent are afforded the chance to take the missed tests on assigned make-up test dates. The ESL teacher primarily administers the Listening, Reading, and Writing portions of the NYSESLAT. The music teacher administers the Speaking portion of the NYSESLAT.

6. 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.) 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. [i](#)

6. Upon review of the Parent Survey and Program Selection data, 98% of our parents opt to have their children participate in the freestanding ESL program. Our data is compiled, analyzed and filed by the ESL teacher. The program model, a freestanding ESL program, is directly aligned with parent requests. Parents are cognizant of their right to request TBE and DL programs and understand that we must, either, provide the program or support them as they find the program at another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. ELLs are heterogeneously grouped by grade and participate in a pullout ESL instructional model.

a. Students, inclusive of ELLs, who are experiencing difficulty in meeting the standards in Literacy receive Academic Intervention. These services are provided in small groups and students are pulled out receiving instruction through the utilization of programs such as Words Their Way and Guided Reading.

1b. Ungraded and heterogeneous models are utilized at PS 147. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students and/or the ESL teacher at various levels of proficiency. Activities are differentiated based on appropriate expectations for each child.
2. 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)?
 2. Attendance is taken in each class to ensure all entitled students receive the mandated number of instructional minutes.
 - a. Explicit ESL instruction is delivered via 360 minutes per week for, both, beginner and intermediate leveled students and 180 minutes per week for Advanced students. ELA instruction is also provided explicitly to each student for 90 minutes per day, fulfilling the required 180 minutes per week.
3. 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 foster language development and meet the demands of the Common Core Learning Standards.
 3. When students are pulled out for small group or individualized instruction, content specific vocabulary is explicitly taught, as well, as strategies for figuring out the meaning of unfamiliar words. Our program utilizes realia, engages students in specific vocabulary activities incorporating the various learning styles, focuses on non-fiction and incorporates a literacy skill of the week. This makes content comprehensible for ELLs and creates entry points for them to make sense of what is being taught. High interest, low level texts are also utilized to support students when grade level text may be incomprehensible due to lack of language. Books on tape, websites, technological supports, i.e. smartboards, laptops, desktops support this initiative. Specific materials used include Lakeshore Social Studies Photo Libraries, Scholastic Brain Bank high interest, low level texts, Good Habits, Great Readers Guided Reading Materials, Building Comprehension Skill Packs for all grade levels and bilingual texts specifically for beginner ELLs. The ESL room is also equipped with a leveled library specific to genres aligned with our literacy units of study. An emphasis has been placed on securing more non-fiction texts aligned to the Science and Social Studies units of study. All ELLs participate in enrichment, at least once a week. Teachers have been trained to utilize the Independent Investigation Method, IIM, which allows students to pose hypothetical questions which guide their research based on a non-fiction topic aligned to either, Social or Science, in grades K-3, or enrichment clusters in grades 4 and 5. Several leveled content specific texts, as well as, technological websites guide this investigative process.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. Newcomers at PS 147 are served with the intention of giving them the language skills they need to function successfully in their new country, community and school. Vocabulary, phonics, and letter activities are utilized to start from the very beginning of language acquisition. Our plan for academic language development is to provide students with extra opportunities of support. Those opportunities come from Academic Intervention in which teachers pull out ELLs to provide individualized or small group support.

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

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

e. ELL students who have reached proficiency on the NYSESLAT continue to receive transitional support for two years including all testing modifications provided to current ELLs on state exams. In addition, these former ELLs continue to receive support from the ESL teacher.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

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

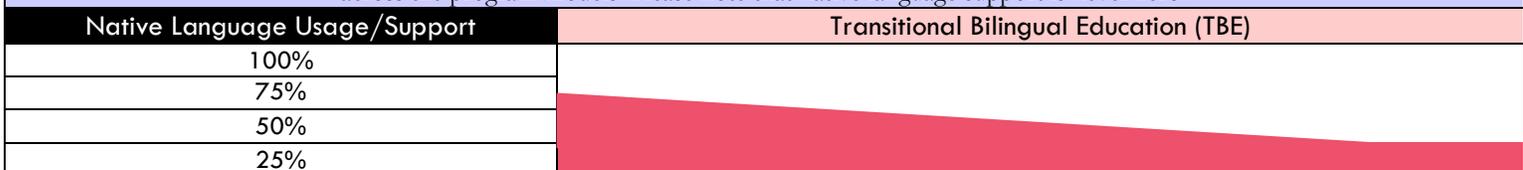
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. 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.
- ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression receive Academic Intervention Services in English Language Arts and Mathematics. These services are provided on a small group pull-out basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Each student's strengths and areas of improvement are collaboratively viewed by the classroom teacher, ESL teacher, and the supervising administrator in order to determine the students' level of service and instructional support. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and instructional cabinet. They are given direct service if necessary. Targeted interventions in Social Studies instruction are provided in English by the ESL teacher to those students reading below grade level. Research based scaffolding strategies such as the utilization of cognates, summarizing textbooks using words more conducive to students' book levels, and incorporating activities in which students must demonstrate their understanding of a concept (e.g., debating a topic or creating a tableau). Visual aids are used to introduce topics/units of study such as teacher made powerpoint presentations and engaging smartboard activities. These strategies aid in making content-specific vocabulary more comprehensible for students. Targeted interventions in Science instruction are also provided by the ESL teacher and classroom teachers. All teachers utilize the Scientific Investigative Method to deliver all science lessons. Students participate in hands-on experiments in alignment with the NYS Science Scope and Sequence. Bilingual glossaries are available for students. The incorporation of cognates supports the introduction of Native Language Academic vocabulary prior to the introduction of any unit of study. ELLs performing at the beginner level on the language continuum are sometimes paired with intermediate or advanced ELLs while conducting hands-on experiments to support reading directions and recording findings. This initiative targets all four language modalities. Professional development for all teachers has addressed effectively facilitating accountable talk conversations while simultaneously incorporating language scaffolds ensuring all students, inclusive of ELLs, engage in content-specific conversations.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. The school has implemented a variety of instructional approaches and methods to enrich second language development for ELLs and to make content areas comprehensible for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL teachers also promote a print-rich environment, family involvement, and an appreciation of cultural diversity. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. English study is intensive and incorporates both social and academic language. Teachers also promote a "buddy system" in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year PS 147 is using GO MATH, a math curriculum adhering to Singapore Math principles aligned to the Common Core Learning Standards (CCLS). This program was identified after researching a plethora of math curriculums. This comprehensive curriculum incorporates daily scaffolding strategies to support ELLs and students performing below grade level. Focusing on Kindergarten and 1st grades this year, the classroom teachers meet with the instructional cabinet to discuss the progress of implementation and instructional next steps.
12. What programs/services for ELLs will be discontinued and why?
12. Achieve 3000, a program in which students read articles at their independent reading levels online and provides students with reading level and fluency data, will not be utilized at PS 147 this year due to budgetary constraints.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs are afforded equal access to all programs. We partner with various arts organizations such as STREB, Elite Learning and City Lore. These programs expose students to specific NY landmarks, cultural institutions, African dance, drama and the visual arts. Other supplemental programs and activities students participate in are the Schoolwide Enrichment Model (SEM), Extended Day, Science Fair, pot luck dinner with the school community and school wide monthly birthday celebrations.
- 13 b. Due to budgetary constraints, after school programs haven't been offered this school year. We are, however, planning to launch a ELA and Mathematics test preparation after school program for all students placing special emphasis on ELLs and students in need of Academic Support. We currently do not offer Title III programs as we do not have enough ELLs to qualify as a sub group. ELLs, however, participate in all of our programs and residencies such as our Enrichment program focused on the research

based Independent Investigation Method, STREB, Elite Learning (Passport to Brooklyn), Kid Pop Action, City Lore, and Music in the Brain.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. Instructional materials used to support ELLs include big books, magnetic letters, Words their Way, the Fountas and Pinnell Phonics program, word games, maps, graphics, pictures, realia, graphic organizers, KWL charts, word walls with picture supports, labeled objects and interactive writing. Technology available to support ELLs includes the Imagine Learning Program, laptops in the library/media center, laptops in mobile carts, desktops in classrooms and smart boards. Websites commonly utilized by students to support CCLS standards based objectives are Raz Kids, Peeble Go, and Brain Pop.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Since we only have a free standing ESL program, Native language instruction is delivered by the ESL teacher. The ESL teacher utilizes bilingual glossaries, leveled bilingual texts and data ascertained from initial and on-going assessments to customize instruction to meet the varied needs of this population. Native language support for families with students receiving ESL instruction is provided through translated documents and meetings that are conducted bilingually. The ESL teacher also facilitates professional development to all classroom teachers equipping them with Tier 1 and Tier 2 intervention strategies to support language acquisition. The parent coordinator hosts weekly book club sessions with parents of ELLs exposing them to the curriculum, standards, and bilingual texts utilized in classrooms. She also models reading strategies parents can emulate at home as they support their childrens' language acquisition. Special emphasis is placed on using "realia" and visual aids to build upon what students already know and introduce new words. Translation office services are utilized whenever necessary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. All newly enrolled students, prior to the start of the school year, receive a blue folder inclusive of all pertinent school information, such as school start and end times, the discipline code, a newsletter, a welcome letter from the principal, a sample schedule of instructional activities, the DOE Respect for All trifold, procedures specific to citywide emergencies, attendance requirements, a lunch application, as well as a copy of the Citywide Standardsof Intervention and Discipline Measures: The Discipline Code Bill of Student Rights and Responsibilities, K-12.

18. What language electives are offered to ELLs?

18. Currently no language electives are offered at PS 147.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

- Intervistation opportunities to visit various ESL programs within the school district to view best practices in action.
- Workshops offered by the NYC DOE Office of ELL
- ProTraxx at <http://pd.nycoit.org/> - A website provided by New York city Department of Education where professional development opportunities are promoted for all New York City educators
- Common planning during which the ESL teacher confers about best practices with other teachers of ELLs
- Teacher training provided by Teachers College.
- Any other available professional development opportunities

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

Reading Strategies to Support Emergent Readers

Taking a Granular Look at the Common Core Learning Standards

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

The Assistant Principal participates in monthly workshops in which current research based instructional trends are shared specific to the Citywide Instructional Expectations. Several paraprofessionals have received training in Reading Rescue, an intervention program focused on building phonemic awareness to aid our beginner ELLs. The SETSS teacher and classroom teachers receive on-going professional development to support ELLs provided by the Instructional Cabinet. The Principal receives on going professional development at monthly Principal meetings. The Parent Coordinator participated in a citywide training which addressed improving parental involvement. This workshop has enabled the parent coordinator to engage more of our ELL parents as well as others. PS 147 has structured an Assessment/Professional Development schedule so that teachers participate in common planning on a weekly basis. Each week has a specific focus which is detailed below:

week #1 ELA

week #2 MATH

week #3 ESL

week #4 TECHNOLOGY

week #5 INQUIRY

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

2. Staff will be provided with additional workshops to assist ELLs as they transition from elementary to middle school pertaining to the Middle School Application process. This will be facilitated by the guidance counselor.

The guidance counselor participates in all staff professional development opportunities offered by the Instructional Cabinet. She also meets regularly with classroom teachers and administration to discuss transitioning ELL students on a case by case basis. Possible ways in which the guidance counselor supports this initiative is by providing counseling specific to acclimating to new settings and situations, reaching out to the receiving school and providing information pertinent to our ELLs' success in Middle School.

3. The minimum 7.5 hours of ELL training for all staff other than those who hold ESL and bilingual licences will be facilitated by the ESL teacher. Topics presented will include second language development, demystifying ELL data including analysis, CALP (Cognitive Academic Language Proficiency versus BICS (Basic Interpersonal Communicative Skills), stages of language development as it relates to literacy development, content based instruction and ESL strategies and methodologies. Teachers will also elaborate on their best practices to support ELLs in the classrooms by tapping into James Asher's approach: TPR (Total Physical Response). Attendance is recorded at each session to ensure that each staff member in the school has received the requisite amount of training. Records of these trainings are filed and maintained in a binder in the Principal's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. At PS 147, parent and community involvement is of the utmost importance. We acknowledge that parents and the community at large, in which students live, have the potential to be a strong influence upon student growth. Parents have been and will continue to be given the opportunity to learn and discuss different ways to support language at the home and the community level. The parent coordinator conducts workshops and supports parents, providing outreach into the school community. The parent coordinator also serves as a translator for all paperwork and interactions required for parent involvement, so that parents of ELLs may participate fully. All paperwork sent home is bilingual in English and Spanish as are automated calls home.
 2. During the 2013-2014 school year, parents will attend two meetings per year on state standards, assessments, school expectations and ESL service requirements. Other workshops are offered through Cornell University's Healthy Future/Healthy Children, Literacy Inc, the Fuel Up to 360 grant, and Learning Leaders. In addition the school runs a weekly book club for parents, monthly birthday celebrations, host Math Nights and invites parents in to their children's classrooms periodically. All of these opportunities are available to all parents, including parents of ELLs. All school functions are made accessible to parents of ELLs through the availability of a translator and bilingual fliers.
 3. The needs of the parents will be evaluated with survey questionnaires that will be distributed towards the end of each workshop. Surveys will be available in English and translated into the various languages that we service. Parents also complete the Learning Environment Survey in the Spring. The results of this survey are reviewed by the school and taken into account when identifying goals to engage parents in the learning process.
 4. Based on feedback ascertained from parents, school community events are planned. The PTA works collaboratively with the Parent Coordinator and administration to create a schedule of events that meet the varying needs of our parents. Much more emphasis will be placed on familiarizing parents with CCLS and the accompanying performance tasks this year.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: The Isaac Remsen School

School DBN: 14K147

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Noyola	Principal		
Eliza Figueroa	Assistant Principal		
Lourdes Santiago	Parent Coordinator		
Thomas Kwai	ESL Teacher		
	Parent		
Michael Pinkava/SETTS/IEP	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Francis Watson-Curry	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K147 School Name: The Isaac Remsen School

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Results of the Home Language Survey (HLIS) remain in the office to indicate language of communication. This information is entered into ATS for each newly admitted student. Records of translation/interpretation needs are maintained. The Parent Coordinator and PTA inquire regularly with parents/families regarding language of communication. As a result, these findings are communicated with administration. Signs offering the availability of interpretation services are posted prominently in the Main Office and Main Entrance.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Spanish is the predominant first language spoken at this time. There is one student who speaks Polish. Therefore, our translation/interpretation needs are English/Spanish and English/Polish at this time. Findings are reported to the school community via bilingual publications/notices, etc.

Part B: Strategies and Activities

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

A home language survey is distributed at the beginning of the year to all PS 147 families. Based on the data received from this document, materials are then distributed to all families in English, Spanish, and Polish. Special documents are translated as dictated by individual family need by school based staff and support service providers.

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

At PTA and other general meetings, Spanish language translation is usually provided by our Parent Coordinator, and occasionally provided by other staff members and/or parents. When necessary, our school has and will request translation services to be provided by the New York City Department of Education Translation and Interpretation Unit.

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

As mentioned above, home language is determined upon a student's entrance to our school, and that data is updated based on the Home Language Survey (HLIS). All materials are distributed in English/Spanish and English/Polish. When necessary, our school has and will request translation services to be provided by the New York City Department of Education Translation and Interpretation Unit.