

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

27Q047

School Name:

PS 47 CHRIS GALAS

Principal:

ANN MOYNAGH

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PreK-8 School Number (DBN): 27Q047
School Type: Elementary/Middle School Grades Served: Prek-8
School Address: 9 Power Road, Broad Channel, NY 11693
Phone Number: 718-634-7167 Fax: 718-945-5394
School Contact Person: Ann Moynagh Email Address: Amoynag@schools.nyc.gov
Principal: Ann Moynagh
UFT Chapter Leader: Rose Marie Hannon
Parents' Association President: Kerry Ward
SLT Chairperson: Julia Daudelin
Student Representative(s): N/A

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: Mbarton@schools.nyc.gov
Phone Number: 718-642-5800 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: Cluster 2 Cluster Leader: ZAHARAKIS, DESPINA
Network Number: 210 Network Leader: Joanne Brucella

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ann Moynagh	*Principal or Designee	
Rose Marie Hannon	*UFT Chapter Leader or Designee	
Kerry Ward	*PA/PTA President or Designated Co-President	
Rose Delux	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Geier	Teacher	
Deborah Williams	Teacher	
Julia Daudelin	Teacher	
Helen Arena	Parent	
Christine Campisi	Parent	
Rebecca Churchill	Parent	
Charlotte Kinneary	Parent	
Kimberly Palmese	Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 47 is a safe and nurturing environment. An advantage to our small size is the ability for students to be known well by many adults in the school community. With the majority of our school having one class on a grade, we believe that providing support needed for students and parents to be the backbone of PS 47. Our mission is to continue to create an environment that inspires all learners and have students actively engaged in their learning experience. This includes enrichment opportunities and activities such as computer club, Student Council, chess club, beach cleanups, and National Junior Honor Society. These efforts and structures have caused PS 47 to be recognized as a "Respect for All" school by the NYC Chancellor's office. Our expectation is that every staff member will do whatever it takes to help every child achieve success within an academically rigorous environment.

Our challenges within this school mostly come from the lack of space to implement many activities. We must schedule activities around gym and art periods because we do not have a gym or auditorium. Also, due to the low number of students that we have, we do not generate a large budget under fair student funding. It is with these challenges that it is so important that we forge partnerships with our community to ensure that our students get a well-rounded education that so many other schools are offered.

Our community partnerships incorporate a wide range of interest levels for the students. These partnerships include Ballet Tech in Manhattan, Rockaway Artist Alliance, NY Historical Society, Ridgewood Savings Bank, American Heart Association, Music Memory Competitions with Lincoln Center and Gateway National Park. Our parent relationships are excellent. We have 100% attendance on Parent Teacher Conferences and look for many numerous and interesting ways to invite parents to the school. We hold Monthly Parent workshops, Book clubs, and Cooking clubs. Each teacher is expected to put on one presentation for the parents to attend and Open School always brings a large turnout of parents to visit the classrooms.

According to our School Quality Guide, our school is exceeding targets in Student Progress, Student Achievement, School Environment and Closing the Achievement Gap. We have scored well above the citywide average in all areas of student achievement. At PS 47, we believe student achievement is the result of the continued dedication of the staff and administration. It is a challenge to work in a school with only one class on a grade and very little staff. However, our staff works hard to improve their own practice and collaborate with administration to improve all aspects of the school. On the most recent school survey, 100% of the staff members stated that they would recommend this school to parents. The staff facilitates much of the Professional Development, further enhancing a culture of mutual trust. Participating teachers and administrators turnkey professional learning activities to ensure continued growth by all members. The teachers have succeeded by utilizing teacher team meetings and co-planning periods, in creating a seamless incorporation of Common Core Learning Standards with a highly structured and rigorous environment. We had 100% of our teachers rated effective in the year 2013-2014. Our area of focus is to increase this rate to highly effective and thus further improve the education for all the students in the building. The latest student achievement data from our Quality Report has a pass rate of 99% for all students which is way above the city average and 98% of the parents are satisfied with the education that their child has received.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Capacity Framework calls for instruction to be customized, inclusive, motivating and aligned to the Common Core. The Common Core Standards emphasize that a student’s ability to read complex text independently and proficiently is essential for this high achievement. Our data reveals that the students who scored higher on the Fountas and Pinnell Assessment for their expected grade level also performed higher on the NY State Exams. It is PS47’s belief that we must focus on early childhood grades to ensure that our students have a strong reading foundation before they reach the testing stage of Grade 3.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, at least 80% of students in grades K-8 will demonstrate growth of 2 or more reading levels. This will be measured by the Fountas and Pinnell baseline assessment system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Ready Gen and Code-X reading programs. • Fountas and Pinnell Leveled reading libraries. • Non-Fiction Fridays • Professional Development on Guided Reading 	All Students K-8	9/2014- 6/2015	Classroom Teacher, AIS provider, SETSS teacher, AP
<ul style="list-style-type: none"> • Develop Model classrooms for guided reading of fiction and non-fiction texts • Monitor progress through analysis of running records and Conference notes from guided reading • Schedule Guided reading support to facilitate co teaching of small guided reading groups as well as RTI groups for lowest performing students. 	All students K-8	10/2014- 5/2014	Lead Teacher/ AIS provider, SETSS provider, AP

<ul style="list-style-type: none"> Parent Workshops on Leveled Reading, Phonics and Foundations 	All Students K-8	9/2014- 6/2014	AP, AIS provider, SETSS provider
<ul style="list-style-type: none"> Capacity of Trust: Instill confidence in reading through rewards systems. Capacity of Trust: Establish peer reviews and helpers for struggling students. Capacity of Trust: Establish open classroom visit times for parents during guided reading. 	All Students K-8	9/2014- 6/2014	AP, Classroom Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The ELL teacher, SETSS Teacher and AIS providers will need to meet and discuss regularly to coordinate delivery of the service and design appropriate tasks and lessons.
- Consumable instructional materials used during the guided reading and RTI periods.
- Teacher teams focus on benchmark results to ensure teachers guide their lessons to further instruction.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Benchmarks will be given to all students in September. The midway mark for F& P will be in January. The progress will be recorded on STARS. Teacher teams will meet shortly after to regroup the students.

RTI letters will be sent out to parents by October 2014. The assessments will be given monthly. January 2015, reevaluation of level III RTI grouping.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In accordance with the Common Core Learning Standards, students’ ability to back up their opinions with evidence is imperative for high achievement. The capacity framework indicates a need for students to feel supported yet challenged by teachers and peers. Our ELA progress is high; however, our average student proficiency in ELA is an 80.1% as opposed to a 97.8% in math. Our analysis of the baseline and benchmark exams from Ready Gen, Code-X and periodic assessments from Schoolnet reveal a priority need to improve our writing responses that pertain to analysis of the text and citing of evidence to support the answer. Using forums such as Socratic circle, text talk time and nonfiction Fridays allows for students to speak freely and share their opinions and thus transfers positively to writing assignments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, at least 80% of students in grades 3-8 moving up one level or more in the skill of using text evidence from literary or informational texts to support arguments, analysis, research and reflection in writing resulting in increased academic writing standards and self confidence in our students. This will be measured by the end of unit performance tasks using the “evidence and reasoning” area of the rubrics in Ready Gen and Code-X.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Ready Gen and Code-X • Non Fiction Friday • Increase in Professional Learning of Text Talk and Socratic Circles. • Evidence and Reasoning rubrics 	All Students K-8	9/2014- 6/2015	All Staff Members in teacher teams.
<ul style="list-style-type: none"> • Graphic Organizers for Struggling writers • RTI and AIS periods with second teacher focused on Writing • Using visual models on Smartboard 	All Students K-8	9/2014- 6/2015	AP, Principal, All teachers

<ul style="list-style-type: none"> Small writing groups targeting the students who scored a 1 or low 2 on the state exams from 2014 			
<ul style="list-style-type: none"> Parent Workshops on RTI, study skills, and reading strategies. Weekly updates to parents on progress Data on grading system "Engrade" for parents to see 	All Students K-8	9/2014-6/2015	All staff members
<ul style="list-style-type: none"> Capacity for trust: Implementing writing celebrations for students to share their work with and without parent invitations Capacity of Trust: Peer reviews on student work Capacity of Trust: Star writers awards 	Bottom 8-10 students in class.	9/2014-6/2015	AIS providers, Classroom teachers, AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Afterschool per session for Unit planning of Ready Gen and Code-X.
2. Teacher led scheduling and implementation of professional learning of Socratic circles and literature circles.
3. Scheduling Socratic Method Classes built into writing classes and observed during class intervisitations.
4. AIS and support staff scheduled for literature circles and writing periods.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Monthly writing benchmarks developed by teacher teams to monitor improvement will show 90% of students improving each piece.
2. By 2nd Benchmark of CodeX and Ready Gen, 60% of students will have met goal.

Part 6b. Complete in **February 2015.**

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|--|----------|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Capacity Framework calls for teachers to have opportunity to participate in professional development within a culture of respect and continuous improvement. Through structures developed within the school, each teacher would benefit from tailored professional learning that would bolster their teacher evaluation as well as the school’s overall achievement. In the year 2013-2014, Advance Measures of teacher practice shows a Priority need to increase highly effective teachers. 0% of teachers received an overall rating of Highly effective. However 100% received effective. We would like to move to at least 10% Highly effective teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teaching staff will participate in ongoing professional learning opportunities through various sources such as Network, outside consulting and in-house training to improve instruction. Topics will be guided by individual needs based on feedback from classroom observations and school wide data that will result in a 10% increase in highly effective teachers as measured by Advance Measures of Teacher Practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Ready Gen and Code-X. • ELA professional Learning opportunities • Lead Teacher’s turnkey PD building teacher capacity. • Teacher team planning sessions • Professional Learning on the Danielson Rubric and the New Teacher Evaluation • Feedback sessions to teachers 	All teachers	9/2014-6/2015	Principal, AP, Network, lead Teachers

<ul style="list-style-type: none"> Professional Learning activities to include multiple entry points to ensure lowest third and SWDs needs are addressed. 	All students with SWD	9/2014-6/2015	Principal, AP, Teachers
<ul style="list-style-type: none"> Parent workshops that mirror teaching strategies presented in Professional learning activities for teachers. 	All students	9/2014-6/2015	Parent Coordinator, AP, Teachers, Principal
<ul style="list-style-type: none"> Capacity of Trust: Immediate effective Feedback sessions with teachers after observations Capacity of Trust: Inter-visitations among staff to build capacity Capacity of Trust: Teacher led Professional learning 	All teachers	9/2014-6/2015	Principal, AP, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Network Calendar of Professional Development.
2. Scheduling of teacher professional development during school day.
3. Per Diem money for subs to cover teachers for training.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Monitoring will take place during short frequent observations throughout the school year will show at least 50 % of teachers receiving highly effective in at least 2 short frequent observation.
2. Post Observation conferences and feedback.

Part 6b. Complete in **February 2015.**

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|--|---|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Nurturing the professional growth of teachers and staff and giving instructional and social-emotional support that drives student achievement is front and center in the Capacity Framework. According to our most recent Quality Review and our school learning environment survey, our strengths were many, but our priority need is to show effective use of assessment was clearly a weakness we needed to improve. After analyzing our teacher evaluations from 2013-2014, Assessment in Instruction indicated an area in need of improvement.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 50% of teachers rated highly effective in component 3D-Using Assessment in Instruction as evidenced in the Advance teacher evaluation system.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Professional Development specific to Assessment in Instruction • Short Frequent Observations given by Administration with effective feedback, which will include next steps. • “How to Design Questions and Tasks to Assess Student Thinking” book study. • Model Classrooms for effective questioning • Continued use of Socratic Circles and Text Talk time 	All teachers	9/2014-6/2015	Principal, AP, Teachers

<ul style="list-style-type: none"> Professional Learning will include assessment of students with Special Needs. Lesson plan strategies to include SWD and lowest third. 	All students	9/2014-6/2015	Principal, AP, teachers
<ul style="list-style-type: none"> Parent Workshops on different assessments. Parent workshops on how to engage their children in discussion. 	Parents, Staff, All students	9/2014-6/2015	Principal, Parent Coordinator, AP
<ul style="list-style-type: none"> Capacity of Trust: Immediate effective Feedback sessions with teachers after observations Capacity of Trust: Immediate support plans for areas of need. Capacity of Trust: Lead Teachers providing learning opportunities Capacity of Trust: Volunteer teacher classrooms for models. Capacity of Trust: Immediate support following feedback 	All teachers	9/2014-6/2015	Principal, AP, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling of Short Frequent Observations
- Per session for planning of professional development.
- Instructional reading materials for book study regarding assessment in learning
- Inter-visitations to model classrooms for all teachers to build dialogue surrounding this component.

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Feedback sessions with the teachers after each observation
- Analysis January and April of observation trends to guide professional development scheduling.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	X	Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS 47, we work very hard to maintain strong parent relationships and community partnerships. According to our Learning environment survey, one of the areas we would like to focus on is parent involvement during the school day that encourages parents to be more involved specifically in what is going on in their child’s education. Our sign in sheets and attendance for PTA meetings is also low. Our priority need is to improve parent involvement in school events, activities and decisions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, strong family and communication ties will be marked by a 5% increase in parental/guardian involvement in school activities as evidenced by attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Parent Workshops 1-2 times per month with both morning and afternoon sessions to accommodate parent schedules. • Staff volunteers at PA events • Teacher planning time with Parent coordinator for workshops 	All Parents	9/2014-6/2015	Parent coordinator, lead teachers, Principal, AP
<ul style="list-style-type: none"> • Family outreach of students with disabilities weekly in order to target the SWD and lowest third • Parent Engagement Logs of these parent interactions 	Students	9/2014-6/2015	Parent coordinator, All staff, Principal, AP
<ul style="list-style-type: none"> • Monthly class presentations • PA meetings with activity attached to it to encourage attendance. • Global Connect, email distributions, Monthly Calendars 	All Parents	9/2014-6/2015	Parent coordinator, lead teachers, Principal, AP

<ul style="list-style-type: none"> Class trips with parent volunteers 			
Capacity of Trust: Developing close relations with parents through staff volunteer program	All Parents	9/2014-6/2015	Parent coordinator, lead teachers, Principal, AP

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Scheduling of teachers for parent workshops.
- Lead teachers and Parent Coordinator event scheduling

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Monthly Calendar of events
- Attendance sheets for events will have increased by 5%.
- Surveys for interest levels of parents
- Parent Engagement Teacher Logs

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|----------|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Fountas and Pinnell results, state exam results, benchmark exams, classroom anecdotes.	Foundations reading program, Ready Gen, Code-X, Journeys Remedial Program, Razz kids computer program, Wilson	Small group instruction for 1-3 students for RTI, Guided groups of 5-6 students and one on one tutoring during AIS periods.	During school day.
Mathematics	Go Math reteaching program, state exams, benchmark analysis supports from various sources.	Skills review, Foundations of math work, fluency prep from various math sources.	Small group of 5-6 students	During the school day.
Science	Content area supplemental material	Repeated readings, supplemental readings for research	Small group instruction of 5-6 students	During the school day
Social Studies	Content Area supplemental material (Trade books, national geographic and current event articles)	Modified group projects, supplemental readings for research	Small groups of 4-5 students.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are provided on-site services in individual and group settings. Topics such as working in a group, respect, socialization, parent separation issues, and ethnic and cultural topics are addressed.	Peer mediation and group work	Small group counseling as well as 1:1 counseling.	During the School day.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

5. 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.
6. 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:

7. **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).
8. **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.
9. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
10. **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.
11. **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.
12. **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:

13. **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.

14. **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.
15. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
16. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., 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;

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[PS 47, Chris Galas

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by

prompting reading and responding to all notices received from the school or district;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 27	Borough Queens	School Number 47
School Name Chris Galas		

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 Ann Moynagh	Assistant Principal Katherine Hayden- Gallagher
Coach N/A	Coach N/A
ESL Teacher Deana Folchetti	Guidance Counselor Bridgette Edwards
Teacher/Subject Area Jenine Andrews/ Grade 6	Parent Tracy Schnepf
Teacher/Subject Area Eugenia Kates/ 6th	Parent Coordinator Rachel Colleran
Related Service Provider Jessica Geier	Other type here
Network Leader(Only if working with the LAP team) Joanne Brucella	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	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)	230	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pull-out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	1	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	1	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	1	0	0	0	0	0	0	0	1
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0

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

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.

PS/MS 47 uses Fountas and Pinnell reading Inventory as an assessment tool in grades K-8. This program provides insight into the students reading growth by identifying reading levels based on fiction and non-fiction books from year to year. It also provides insight

into the students' ability to decode, read with fluency, respond to higher-order thinking questions, and retell and summarize stories that they have read both aloud and silently. This data will help inform the schools instructional plan because students who score below grade level in certain areas can be targeted and provided with AIS or additional interventions. It is also used to track students individual growth. Fountas and Pinnell tracking sheets are used to collect quantitative data, as it is a researched-based program. Student data will drive the instructional plan because adjustments will be made for the ELL population to ensure that they are being taught the skills that the assessment tools indicate are areas of weakness for the individual students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Because there was only one student who was classified as an ELL last year and tested out using the ELAND process, the data pattern across proficiency levels is limited. However, since this student was an ELL with a learning disability, there is a correlation between her NYSESLAT scores and scores obtained on her Fountas and Pinnell reading inventory sheet along with her scores on the New York State Exams.
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](#))
The patterns across the NYSESLAT modalities for our previous ELL student over the past years indicated that her learning disability plays a contributing factor on her scores in the reading and writing modalities. Furthermore, from the scores obtained on the NYSESLAT instructional decisions are made for the individual student. Since the student demonstrates difficulty in the modalities of reading/writing, instruction is planned to strengthen the deficits in those specific areas. The staff members involved in this process are the ELL team and teachers of the ELL students.
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?N/A
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](#).)
Presently, there are no ELL students enrolled at our school. Therefore, there are no RtI services provided. However, if an ELL student eligible for RtI were to be admitted into our school, our RtI providers will provide them with a rigorous, culturally responsive instruction. Our RtI model has been designed to assist teachers and ELL support services with implementation, adapted to each ELL learner. RtI instructional leads are also provided with training to understand the specific needs of the ELL student who is receiving Response to Intervention services by accessing the DOE website for instructional videos and webinars, along with additional professional development opportunities.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL meetings, lesson planning along with RtI meetings and teacher conferences ensure that a student's second language development is considered in instructional decisions. Also, feedback from the parent interview and conversations with the parents helps in contributing to make instructional decisions. Lastly, teacher reports and reports obtained from ATS such as the RLAT and the RNMR allow the team to review how the child's second language is developing and make additional considerations about instruction for that student.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
For the former ELL student success of the ESL instruction was evaluated in several ways. For example, information was obtained through the NYSESLAT analysis and indicated that our one Spanish- speaking student has maintained her status as proficient in speaking and listening, and advanced in reading and writing. Instruction was ongoing, as per her IEP in all four modalities. Our students are also assessed with the Fountas and Pinnell Reading Assessment System. This measures word recall and comprehension proficiency. For example our former ELL in the 6th grade is currently on a level T, which is considered the middle of 5th grade. She is a half year behind her peers who have entered the 6th grade on reading level V. This is an improvement from the prior year where she was three reading levels below her peers. Furthermore, instruction for this student will be focused on strengthening speaking and listening skills and building skills in reading and writing. All students receive classroom instruction aligned with the Common Core State Standards. We

have deemed that our push-in and pull-out method of instruction has been successful since the student showed both academic growth and progress over the past year.

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](#).)

To determine the students eligibility as an English Language Learner, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue, Deana Folchetti the ELL coordinator who speaks English. If a parent does not speak English a translator is called to explain the HLIS process. This survey lets school staff know what languages are spoken in the students home. If the HLIS indicates that the student uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). Performance on this test determines the students entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The survey must be completed within 10 school days. Upon registration to our school community, a parent or legal guardian, is asked to complete with assistance, by Deana Folchetti, ELL coordinator or Katherine Hayden-Gallagher (AP) the Home Language Identification Survey (HLIS) which is available and translated into nine separate languages. The HLIS is a survey, which formally identifies potential English Language Learners (ELL's) by establishing the language the child speaks at home. The HLIS Identification process continues as follows: a student is considered to have a home language other than English when: One question (Part I: questions 1-4) indicates that student uses a language other than English and Two questions (Part II: questions 5-8) indicate that student uses a language other than English. Once identified a tentative, informal oral interview is conducted, in English, with the parent or guardian by a trained pedagogue. If necessary, a formal interview is then conducted with the potential ELL to determine Language Assessment Battery-Revised (LAB-R) eligibility. The LAB-R, in turn, establishes English proficiency. The secretary, Rosemarie Witkowski, is then notified as well. When necessary, several in-school staff members fluent in other languages, including, but not limited to, Spanish, German and Polish, provide parental translation. When translators are not available within the building the translation hotline is contacted. Transfer ELL students are identified upon arrival through biographical and test histories provided by Mrs. Witkowski (secretary) and, when necessary, contact is made to the former school. If the interview procedure indicates that the student is eligible for testing, Mrs. Folchetti, (ELL and test coordinator), administers the LAB-R. She is a fully licensed teacher and holds a Masters Degree in Literacy and Cognition along with a Masters of Science in Education. After immediate scoring of the LAB-R the student is either deemed eligible for ELL services or English proficient. Students whose primary language is Spanish and score at or below proficiency on the LAB-R are administered the Spanish LAB-R. Those students in need of services are immediately placed in an ELL program and parent contact is made. ELL instruction and test preparation are driven by careful data analysis and examination of student achievement on the LAB-R, ELL interim assessments and The New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In order to meet the needs of the ELL community, prior to the start of the school year, identified parents/guardians of ELL children, are welcomed by the Parent Coordinator and allowed to tour the building and facilities. The Parent Survey and Program Choice forms are reviewed and discussed. Parents are informed of the three choices in programs, Transitional Bilingual Education, Dual Language programs and Freestanding English as a Second Language programs. Parents are invited to open houses through mailings to their homes and if necessary, native language translators are contacted. Parent workshops are conducted, in conjunction

with the Parent Coordinator, multiple times throughout the year as necessary. A Parent Orientation meeting is held annually in September, within the first ten days of identification as an ELL, and several times throughout the year, for new and continuing students. The orientation video is shown and parents are informed of all placement choices. During the orientation meeting, the Parent Survey and Program Selection forms are again distributed, discussed, completed and collected and kept on file. Native language translators may be contacted. When parents are not present at the meeting, all forms and entitlement letters(continued and new admit) are distributed to the student and returned and collected the following day by Deana Folchetti, the ELL coordinator. Phone calls are made to ensure that parents are aware of letters being sent home. If other attempts have not been successful, Survey Forms are completed during Parent-Teacher Conferences. All forms are kept on file within the building. If the form is not returned the default program is then Transitional Bilingual Education as per CR Part 154.

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 [\[see tool kit\]](#).)

The ELL coordinator, Deana Folchetti is responsible for ensuring that the entitlement letters are sent out to parents in their native language. The Entitlement letters are mailed or sent home with the student and once returned they are kept and reviewed to ensure that the students are being appropriately serviced. The entitlement letters and additional documents are kept in a secure location in the main office for the duration of the school year. This process is ongoing, depending on student enrollment throughout the school year. The Biographical data reports such as the RELC are reviewed to determine the list of ELL's, years of service, parent choice and other important information.

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.

Due to our limited population of students who receive ELL services and the small population of students in our school (230 presently enrolled), P.S. 47Q is implementing a push-in/pull-out, freestanding English as a Second Language program model, classes are heterogeneously grouped, and alignment with the eight principles is insured. Over the past several years, we have had only six new General Education(Gen Ed) ELL students. In 5 of 6 instances, the ELL team, consisting of Mrs. Katherine Hayden-Gallagher(AP), Ann Moynagh (P) Deana Folchetti (ELL and IEP Teacher), Bridgette Edwards (Guidance), Jenine Andrews (Gen Ed), and Rachel Colleran (Parent Coordinator), carefully reviewed the parental choice forms and found that the preferred program was freestanding ESL. One Student chose TBE. The parent was informed that we do not have a TBE program available. Information was given about other schools that did have this program but the parent chose to keep the child here in a free-standing ESL classroom. A Transitional Bilingual Education program or a Dual Language program has not been indicated as a parental choice thus far. All information about our school ELL community is collected using the Bilingual Education Student Information Survey (BESIS).

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 NYSESLAT is administered annually in the spring to every ELL in the building. In order to ensure all students are tested, Deana Folchetti consults the BESIS (RBPS) report and the RLER report which lists all students to be tested with NYSESLAT. These reports are printed weekly leading to testing. All four components are given to all students. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud. Katherine Hayden-Gallagher (AP) files test security forms and keeps a list of all students tested and not yet tested. Ann Moynagh (P) signs the Principal's Certification upon completion of all four modalities ensuring all tests were completed. This test determines whether or not the ELL will qualify for continuation of ELL services. These scores are reviewed annually and program content is varied to focus on areas of need and to identify strengths. Students will continue to receive English as Second Language (ESL) or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. Educators also use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs. Lastly, the ELL coordinator Deana Folchetti, reviews all of the ELL students in the school to ensure that they have been tested in all four components of the NYSESLAT and that this information is properly reflected in ATS. Students are then reviewed at the monthly ELL meetings with the team.

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. 

Within our school community, the trend has consistently indicated that a freestanding ESL model is the preferred placement according to parental choice. Our building is in alignment with parental requests offering a Freestanding ESL model. Over the past several years, 5 out of 6 parents of ELL students have requested Freestanding ESL as a program option. Placement letters are mailed or sent home with the student once the program has been determined. The records are maintained by Deana Folchetti, the ELL coordinator and kept in a secure location within the school building. The school secretary updates the ELPC screen in ATS within 20 days to make necessary changes reflecting student placement.

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])?

Instruction is delivered using a push-in/pull out, Freestanding English as a Second Language program model. A push-in/pull out model is implemented, so that fifty percent of instructional time is provided by the ESL teacher in collaboration with the classroom teacher, to differentiate instruction in major subjects areas; and fifty percent is spent on direct instruction in English acquisition skills and activities. Although there is only one student receiving services this school year, students who might enroll this school year will be grouped heterogeneously in pull out model.

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)?

One teaching period per day (45 minutes) is dedicated to ESL instruction, 4 X per week (as Gen education students only require 180 minutes at present). Students who receive these services have had their programs and schedules reviewed to ensure that they are not being pulled out during core subjects. Staff members who provide ELL instruction also have flexibility within their schedules to implement pull out/ push in models. Classroom teachers collaborate with ELL instruction specialists to create performance tasks that are designed in accordance with NYS Standards with a focus on academic rigor for all students. ELLs receive differentiated

classwork and this is reflected in separate work folders.

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.

Scaffolding techniques, visual aids and technology are all used to increase language base and encourage student participation. Prior knowledge is used as a building block for complex content area instruction. Content area materials used for our ELL population include Getting Ready for NYSESLAT and Beyond, which prepares students for responding to texts and questions in the reading, writing, listening and speaking modalities, The Harcourt/Bruce Reading Series which features short stories that focus on reading comprehension and strengthens writing response skills by including written activities, Foundations which incorporates visual and tactile aids when building phonetic awareness and reading fluency, and Empire State NYSESLAT by Continental Press which prepares students for answering questions in the four modalities using a variety of questioning formats. Bilingual and picture dictionaries, word charts and graphic organizers are used as Native Language support for content area material. ELL students are given AIS instructional support and participate in extended day activities. Instructional scaffolding is a main form of academic development. This includes modeling, scaffolding and interaction providing students with clear examples for task completion. Teachers use content area support for ELL's that are built into their curriculum books.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Collaboration with classroom teachers and periodic assessments are analyzed by skill level and lessons and interventions are planned accordingly. Students are receiving ongoing instruction in strategies to understand content across all four modalities. Formal assessments are administered in the beginning of the year to establish baseline data and entry points. Formal assessments are also administered in the Spring to measure student growth from the pre-tests. Informal assessments such as unit exams, class assessments, teacher conferences, and informal observations are ongoing throughout the school year and serve as data to guide instruction of ELL students.

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).

Although there are no SIFE students within our population at this time, students identified as such, would be evaluated upon entering the building. A careful review of student records and test data would be conducted. Contact would be made to parents/guardians and the student's former NYC public school. Running records and/or formal QRI assessments and verbal interviews with the student would be used to obtain necessary information about the student's knowledge of English. SIFE students would receive extended instructional time, which may be offered through after-school classes or tutoring and AIS. SIFE are best served in small groupings. We currently have no students in our building who have been in the US less than three years. If so, small group and AIS instruction would be offered, as well as the use of multimedia such as online programs and web-sites to help with understanding using visual cues. There are currently no ELLs with 4-6 years of ELL instruction. If so, teacher would use Empire State NYSESLAT in order to practice skills in all modalities with focus on their specific need as identified by last year's NYSESLAT scores. We currently do not have any students who are long term ELL's. However, for long term ELL students an item analysis will be printed from the NYSESLAT scores to target areas of strengths and weaknesses. Also, teaching instruction will be monitored and reviewed to assure that instruction is appropriate and aligned with the Common Core Learning Standards. Testing accommodations are provided to students who are ELL's such as a bilingual dictionary, extended time, separate location and a translator if needed.

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?

Teacher's of ELL-SWD's use Code X reading program and modified classwork to support academic content areas. SWD that are classified as ELLs have full access to the Common Core Curriculum with modifications as per their IEP. Pull out and push in services will ensure that they are also accelerating with their English language development. Multimedia computer programs such as Achieve 3000 are used with ELL students to support ELL learners. ELLs along with the general population of students are assigned individual laptops with internet access for researching and typing reports.

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?

Our school enables diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by examining the individual needs of the student in accordance with the students IEP, considering an educational environment in which the student would gain access to the Common Core Curriculum in the least restrictive setting. Students with disabilities are provided with flexible scheduling throughout the school day in order to address instructional needs unique to each student. IEP teams discuss the students' progress and reflect on students' goals to determine the placement and schedule that will best suit the students' educational needs. The materials that are used for the subgroups include the Harcourt/Bruce Reading Series which features short stories that focus on reading comprehension and strengthens writing response skills by including written activities, Foundations which incorporates visual and tactile aids when building phonetic awareness and reading fluency, and Empire State NYSESLAT by Continental Press which prepares students for answering questions in the four modalities using a variety of questioning formats. Students are encouraged and provided with laptops with internet connection to research topics across content areas.

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:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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

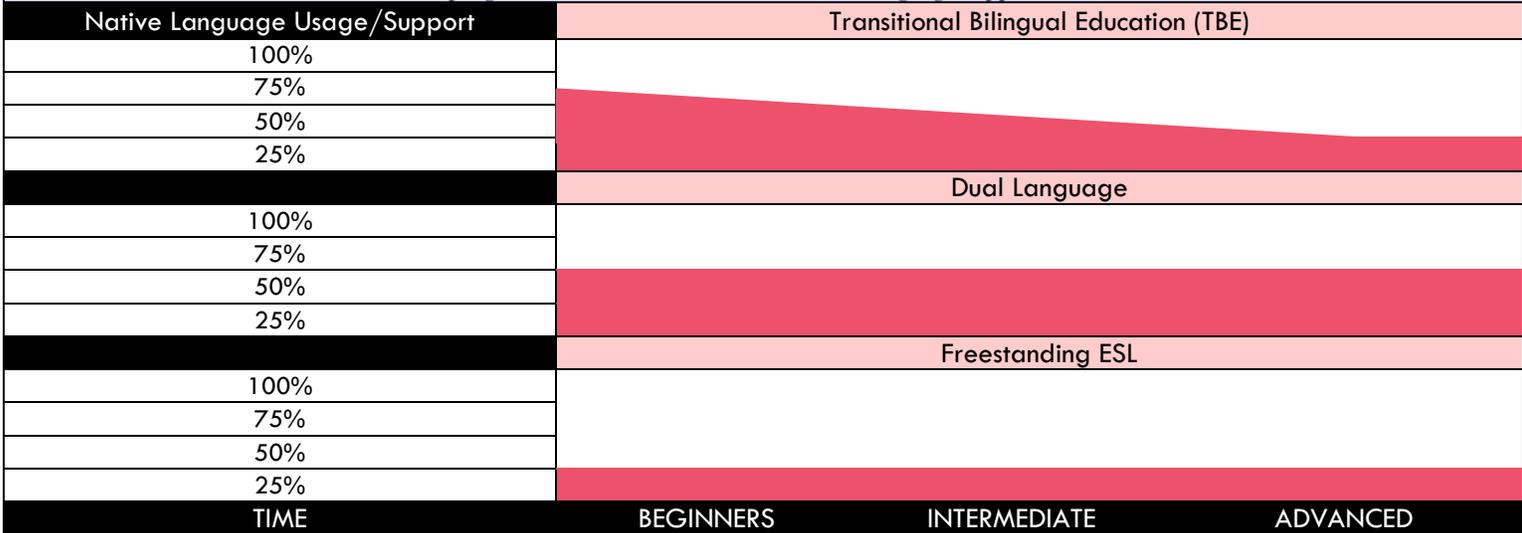
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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.
- Currently any ELL student who is enrolled at PS/MS 47 is eligible for extended day academic intervention and Response to Intervention services. These services are offered in English. The targeted interventions for the special education students across the content areas include push-in services delivered by the ELL teacher to support in a variety of ways such as breaking down, scaffolding and chunking information, providing visual cues, introducing graphic organizers and making checklists to assist ELL's with multistep problems or directions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently there are no ELL students enrolled in the Extended Day program or RtI program at this time. However, these programs are effective in offering small group instruction to students who require extra assistance across the academic content areas. This type of extra support is beneficial to ELL students because small group instruction can help foster individual language acquisition needs. In the past, the push-in model for the ELL teachers across the content areas have been successful, especially for the subgroup SWD who are ELL's because additional support in the classroom can lend itself to small group instruction and modifying the curriculum to cater to the needs of English Language Learners.
11. What new programs or improvements will be considered for the upcoming school year?
- When an ELL student enrolls based on the students needs our team will initiate new programs and make improvements.
12. What programs/services for ELLs will be discontinued and why?
- None at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. For example, instruction for students will be focused on strengthening speaking and listening skills and building skills in reading and writing. All students receive classroom instruction aligned with the Common Core State Standards. Currently, there are no after school or supplemental services at this time due to the limited number of ELLs in our school community. In addition, ELLs are invited to early morning chorus activities. Arts and crafts, chess club and computer club are offered after school. Our ELL Students attend extended day academic intervention.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Procedures are modified for ELLs accordingly to scaffold instruction. Periodic assessments are analyzed by skill level and distractor analysis. Students are then instructed in strategies to understand content. This includes picture dictionaries, word charts, and graphic organizers. Bridging between concepts and language occurs when students activate prior knowledge through anticipation guides and links to personal experiences. Contextualizing new concepts with manipulatives and graphic representations builds deep understanding of language. Schema building is used to bridge previous knowledge with new material. This is presented in the form of lecture and or advanced organizers. Text Re-presentation is used to transform concepts from one genre to another, for instance, taking new science concepts and creating a play or friendly letter, therefore making the text more accessible. Students are engaged in metacognitive activities in which they step beyond the experiences and can actively reflect on their learning. Within each subject area teacher's use modeling and scaffolding of information to support the ELL population. In Social Studies, Venn Diagrams and graphic organizers are used with the individual ELL to build schema. In Math, Think-pair-share and peer tutoring is used to support ELL progress. New programs being considered for the upcoming school year are MacMillan/Mcgraw Hill Reading Treasure Chest. We have not chosen to discontinue any programs at this time since our ELL population has greatly improved over the course of the year with the programs in place. Students participate in RAZkids.com as a supplemental online program. An interactive sight with math, reading and social studies tasks. There are several alternate language (Spanish, etc) copies of independent reading books available for use within class libraries. Classroom support for newly identified ELL's is offered to ensure a smooth transition to the new building. Parental updates, keep parents informed of the transition.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered using a push-in/pull out, Freestanding English as a Second Language program model. A push-in/pull out model is implemented, so that fifty percent of instructional time is provided by the ESL teacher in collaboration with the classroom teacher, to differentiate instruction in major subjects areas; and fifty percent is spent on direct instruction in English acquisition skills and activities where the students native language is supported in a small group setting. Content area materials used for our ELL population include Getting Ready for NYSESLAT and Beyond, which prepares students for responding to texts and questions in the reading, writing, listening and speaking modalities, The Harcourt/Bruce Reading Series which features short stories that focus on reading comprehension and strengthens writing response skills by including written activities, Foundations which

incorporates visual and tactile aids when building phonetic awareness and reading fluency, and Empire State NYSESLAT by Continental Press which prepares students for answering questions in the four modalities using a variety of questioning formats. Bilingual and picture dictionaries, word charts and graphic organizers are used as Native Language support for content area material. ELL students are given AIS instructional support and participate in extended day activities. Instructional scaffolding is a main form of academic development. This includes modeling, scaffolding and interaction providing students with clear examples for task completion. Teachers use content area support for ELL's that are built into their curriculum books.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs are grouped according to their grade and age level when receiving ELL instruction and support services. Programs and interventions that are selected are aligned with Common Core State Standards and resources that are used directly support the needs of the ELL students.
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.
An orientation workshop for parents of LEP students takes place in September to apprise parents of instructional data, instructional time and standards for student achievement. The administration, our ELL coordinator and our Parent Coordinator conduct the meeting. Parents are distributed information on interim assessment data, NYSESLAT data, and view a video on parental choices available within the school community. Throughout the year, the ELL teacher and Parent Coordinator continue to provide informational meetings. If necessary, several staff members are fluent in other languages and translation is provided. At the orientation meeting, all handouts and videos are presented in several different languages. Prior to the school year several translated versions of the HLIS were obtained for use if necessary. If students enter during the school year, the orientation process will be repeated from the beginning of the school year to assure that both the parents and the student are familiar with the different programs offered and available to them in our school community.
18. What language electives are offered to ELLs?
Spanish is offered to students in the middle school grades.
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)?

There are currently no dual language programs at PS/MS 47 at this time.

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.

Professional development is provided for all classroom and special ed teachers, secretaries, parent coordinators, administrators including the assistant principal, guidance counselors, paraprofessionals and other service providers during grade conferences and staff development workshops as part of the fifty minute professional development period adopted by our School Based Option. A minimum of 7.5 hours of training in ESL methodologies is achieved. Agendas and sign-in sheets are kept on file. Information on instructional methodologies learned from monthly ELL meetings is turn keyed on a continuous basis. Scaffolding and Think Pair Share techniques are demonstrated for classroom teachers. Personal profiles are used to create individual learning tasks based on the student's own learning styles and profile. Recent Professional developments were conducted in September and October and included training to use E-chalk and Smart board tools. Quality Teaching for English Language Learners (QTEL) a researched based professional development firm is used for support and training for all staff members. Teachers articulate information about all students in June and Articulation sheets addressing student strengths and weaknesses are passed to each new teacher at the beginning of the school year.

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?

An orientation workshop for parents of ELL students takes place in September to apprise parents of instructional data, instructional time and standards for student achievement. The administration, our ELL coordinator and our Parent Coordinator conduct the meeting. Parents are distributed information on interim assessment data, NYSESLAT data, Common Core State Standards and view a video on parental choices available within the school community. Throughout the year, the ELL teacher and Parent Coordinator continue to provide informational meetings. If necessary, staff members who are fluent in other languages are asked to provide translation if necessary. At the orientation meeting, all handouts and videos were presented in several different languages. Prior to the school year, several translated versions of the HLIS were obtained for use if necessary. At this time due to our limited ELL population, no partnerships with outside agencies or community based organizations have been formed with the school. However, if the ELL population were to expand, outside agencies would be contacted in order to form partnerships within the school community to provide workshops and services to ELL parents. When evaluating the needs of ELL parents, forms such as the HLIS, additional surveys created within the school and conversations with parents and the ELL and Parent coordinator allow for the school to gain insight into the needs of the ELL parents. As a result, parental involvement activities aim to include all parents, especially those of the ELL population. Opportunities for parental involvement and events are sent home in the native language for the parents of ELL students. In addition, feedback from the ELL parent surveys and discussions allow for activities to be created based on the needs of ELL parents.

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: Cris Galas

School DBN: 27Q047

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Moynagh	Principal		9/25/13
Katherine Gallagher	Assistant Principal		9/25/13
Rachel Colleran	Parent Coordinator		9/25/13
Deanan Folchetti	ESL Teacher		9/25/13
Tracy Schnepf	Parent		9/25/13
Eugenia Kates/ Grade 6	Teacher/Subject Area		9/25/13
Jenine Andrews/ Grade 6	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Bridegette Edwards	Guidance Counselor		9/25/13
Joanne Brucella	Network Leader		9/25/13
Jessica Geier	Other <u>Service Provider</u>		9/25/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q047

School Name: Chris Galas

Cluster: 2

Network: CFN210

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.

An orientation workshop for parents of LEP students takes place in September to apprise parents of instructional data, instructional time and standards for student achievement. The administration, our ELL coordinator and our Parent Coordinator conduct the meeting. Parents are distributed information on interim assessment data, NYSESLAT data, and view a video on parental choices available within the school community. Throughout the year, the ELL teacher and Parent Coordinator continue to provide informational meetings. If necessary, several staff members are fluent in other languages and translation is provided. At current we have no ELL students receiving services and the parents all speak fluent English. At the orientation meeting, all handouts and videos were presented in several different languages. Prior to the school year several translated versions of the HLIS were obtained for use if necessary.

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.

Presently, there are zero parents in which the first language is other than English currently enrolled in the school. Therefore, the written translation and oral interpretation needs are limited at this time. However, if parents or community members wanted to access findings they can do so by visiting the Statistics and Budget page on the the PS/MS 47 Department of Education Website.

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.

Translation services are available for documents authored and requested by the Department of Education. Parents who enter the school building who do not speak English will be provided with written forms and documents in their native language which will be obtained from the Translation Resource page of the Department of Education Website.

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.

Contacting the translation service by phone will provide oral interpretation services. In addition, if any school staff or parent volunteer speaks the language needed to be translated they will also provide a translation. A list that pre-assesses which languages will be needed on past events, pre-registration information or by using home language survey data will also be generated at the beginning of the school year to ensure that the school is prepared in advance.

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>.

Chancellor's Regulation A-663 establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Each school and office shall, consistent with this regulation, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department.

PS/MS 47 will ensure that parents who do not speak English will have access to translated documents containing critical information regarding a student's education in their native language. Our Parent coordinator will also make available translation and interpretation services for parents. Our school secretary along with the parent coordinator and the ELL specialist at our school are responsible for collecting data

regarding the primary language spoken by the parent of each child enrolled in school and whether such parent require language assistance to communicate with our school. In addition, PS/MS 47 is committed to increasing parental awareness regarding their right to and the availability of language services, which is presented to the parents during the orientation workshop at the beginning of the year and at various meetings throughout the school year.