

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

DBN: (i.e. 01M001):

12X047

School Name:

P.S. 47 THE JOHN RANDOLPH SCHOOL

Principal:

THOMAS GUARNIERI

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: k-5 School Number (DBN): 12X047
School Type: Elementary School Grades Served: K through 5
School Address: 1794 East 172nd Street, Bronx, New York, 10465
Phone Number: (718) 824-0950 Fax: (718) 904-1166
School Contact Person: Janis Johnson Email Address: Jjohnson7@schools.nyc.gov
Principal: Thomas Guarnieri
UFT Chapter Leader: Laurie Novomestky
Parents' Association President: Lydia DeJesus
SLT Chairperson: Thomas Guarnieri
Student Representative(s): NA

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: 1431 Longfellow Avenue, Room 409, Bronx, New York, 10459
Superintendent's Email Address: (718) 323-2310 ext. 4092
Phone Number: (718) 323-2310 ext. 4092 Fax: (718) 542-7736

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 608 Network Leader: Rudy Rupnarain

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:

1. 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*.
2. 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.**
3. 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)
Thomas Guarneri	*Principal or Designee	
Laurie Novomestky	*UFT Chapter Leader or Designee	
Lydia DeJesus	*PA/PTA President or Designated Co-President	
Yvette Heyliger	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	
Stephen Frazier	Member/Assistant Principal	
Antoinetta Ceglie	Member/Teacher	
Natasha Haughton	Member/Teacher	
Nina Cruz	Member/Parent	
Jennifer Perez	Member/Parent	
Rose Mary Dossantos	Member/Parent	
Izalinas Colon	Member/ Parent	
Renee Cooper	Member/ Parent	
	Member/	
	Member/	
	Member/	

**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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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

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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **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.

P.S. 47 is located in the Soundview section of the Bronx. This K-5 school serves an ethnically diverse population: approximately 67.4% Hispanic, 18.32% Black, 8.15% Asian Pacific, 5% Native Indian and 1.75% White. P.S. 47 has a population of 1,141 students; 92.81% are general education students and 7.19% are Special Education students. Of the total student population 26.21% are ELLs. The language spoken in the bilingual classes is Spanish. The student population is heterogeneously grouped within each grade and supported by a pedagogical staff of 80 teachers. Of these 80 teachers, 100% are certified and licensed. 46% have a masters plus 30 credits.

A unique feature of P.S. 47 is that it was built in the year 1911 and has an old-world charm. Many of the architectural details like the arched windows and wrought iron banisters are reminiscent of the gothic period. You can still see the hardware where the gas lamps once stood. The environment is very warm and inviting. On a daily basis, people share the warm feeling they get when they enter P.S. 47. This is important because we want people to feel that P.S. 47 is a place where people are welcomed each day. As you enter the lobby of the building you are graced by colorful animal drawings on the walls. The first floor has "sitting areas" with wicker furniture and plants for staff to work in small groups with students. As you walk from floor to floor student work is celebrated on large colorful bulletin boards that have become part of the school's culture. Each bulletin board contains student work that aligns with the Common Core Learning Standards. Each class' board includes the task, rubric, learning standard and a sample of "level 4" student work.

P.S. 47's Mission Statement is: Positive learning experiences through the "Reggio Emilia" learning philosophy of "Projects Approach" will allow students to work cooperatively with the school community. As students work together to build their content knowledge through independent reading, they will practice "accountable talk" using complete sentences. Progress is monitored in all subjects through monthly assessments to ensure that each student makes adequate progress. The assessment data that is accumulated assists in providing differentiated instruction as it relates to flexible grouping for all students so that every student will be accounted for and engaged. Every student will know what level they are at and how to improve their level by creating "clear expectations" on each student assignment through rubrics and teacher commentary.

The partnerships that P.S. 47 has made with the community over the years are crucial to our school's culture. These partnerships support our students, teachers and parents. Some of these partnerships include:

Police Athletic League (PAL): This CBO provides an after school program for 5 days a week for students of working parents. This program ends at 6:00 p.m. each day.

Rainbow Youth: This CBO also provides an after school program 5 days a week, till 6:00 p.m. This program provides extracurricular activities, including homework help.

Robin Hood Foundation: This is the fifth year that we have our Robin Hood Library. Ms. Davis, our Librarian, received her Master's in Library Science. She keeps the library up-to-date with current informational texts. Ms. Davis also purchases materials for the library to align with the school projects and themes.

Trust for Public Land Playground: Our playground donated by Trust for Public Land has been supportive of so many school activities like Cultural Day, Spring Fair and our Easter Egg Hunt. These activities are great for the social and emotional development of the school community.

New York Cares: P.S. 47 has partnered with New York Cares for the past 14 years. New York Cares assists with everything from gardening and planting tulips to painting murals and classrooms. They come to P.S. 47 once a year in October.

Learning Leaders: This year P.S. 47 is partnering with the Learning Leaders. A three day workshop is schedule for the parents of P.S. 47. The parents will be fingerprinted and receive their Learning Leader badges so that they can volunteer to work in early childhood classrooms to support teachers and students.

Parents as Arts Partners: Every Monday for five weeks, students and parents will meet with a resident artist to engage in hands-on art activities. There is a culminating activity at the end of the program.

Inside Broadway Arts Program: This year our 5th grade students worked with Inside Broadway. They focused on music/dance from the Broadway play “Rock of Ages.”

Broadway Beat: Resident Theater Artist, Scott Laughead provides professional development for the teachers. Each class will be involved with dance, drama and music to present a culminating event.

Boy Scouts of America: Every Thursday the boys of P.S. 47 meet with their Boy Scout Leaders. Once a year there is a big trip. They also offer summer camp for the boys. Anti-Bullying Retreat: The Boy Scouts of America teach a curriculum called “Respect for All.” Last year P.S. 47 was able to fund this event for grades 3, 4 and 5, which takes place at the Boy Scout camp grounds in Alpine New Jersey. The counselors greet the teachers and take ownership of the students for the day. The classes are divided into various workshops on “respect” and “rock-climbing.”

Grow NYC/Seed to Plate: This is a food and nutrition science partnership with grade 5. This program brings educators and farmers in to work with students. The culminating event is a trip to the Farmer’s Market.

Literacy Support: Rona Levick works with the new teachers on grade 3 to provide support in guided reading, independent reading and the alignment of student work to CCLS.

Generation Ready Consultation: Judith Brenner, formerly of AUSSIE works with the new teachers on grade 4 to provide support in guided reading, independent reading and the alignment of student work to CCLS.

Ballet Tech: All third grade students auditioned to see who would be eligible for free ballet classes in Manhattan at the New York City Public School for Dance. Several students have been selected for the past three or four years. They are bussed during school hours.

NYC Swim for Life: Students are bussed to the Gertrude Ederly Recreation Center. Students receive ten free lessons. Students are given certificates at the end of the program. Ms. Warner holds an award breakfast for these students. This year and last Ms. Warner was able to purchase swim trunks and bathing caps for the students.

Tennis NYC: Later this year 3rd Grade students will begin tennis lessons. This is an initiative of Billy Jean King National Tennis Center. Students receive free rackets and tennis balls.

World Vision Teacher Resources: With a \$50.00 fee per school, teachers are allowed to shop for free at the Bronx Teachers Resource Center. There are hundreds of supplies for teachers.

My Own Book Fund: \$50 Dollar gift cards are given to third grade students to buy books at Barnes and Noble.

Cook Shop for Students and Parents: Students are taught how to eat nutritionally and make healthy meals in the classroom. All of the teachers receive training.

Cool Culture: Our kindergarten parents receive passes that can be used for up to 30 different museums around the city. This program educates parents and allows them to understand the importance of the arts and cultural institutions.

Bronx Botanical Garden Partnership: The Bronx Botanical garden works with the Grade 4 students to plant a vegetable and herb garden in our playground. Wooden flower boxes were created. Lessons are taught to the students on ecology.

This year P.S. 47 has several initiatives:

- Raising our attendance is always one of P.S. 47’s initiatives. Higher attendance equates to higher student achievement. Each day, the classes with 100% attendance are announced. Those classes do a “Happy Dance.” One of our former students created the dance moves and videoed the P.S. 47 students doing the dance to the song “Happy” by Farell Williams. Every teacher has the video downloaded. The students love to make sure that they come to school so that their class can do the “Happy Dance.” This year we have purchased “School Messenger.” School messenger makes phone calls to parents when students are absent. Teachers make phone calls as well. This November’s Attendance is 93.56%. The year-to-date average is 94.3%. Last year’s attendance was 92%.

- Independent reading is the heart of balanced literacy. Students will read independently for 20 minutes daily. Students will read a minimum of 25 books independently. Each student has a “Home Reading Log” and a “Class Reading Log.” Parents must monitor and sign the home reading logs. This year Grade 5 is piloting a program called Light-Sail. I-pads were purchased for the grade to use this program. Since Grade 5 is departmentalized we needed to purchase

fewer I-pads. Students select their independent reading books. All of the titles are current authentic literature. The program allows the teacher to monitor each student's independent reading. The teacher can make comments to the student as well.

- Many of the Programs like Ready Gen and Go Math contain rich academic vocabulary. We want our students to have access to this academic vocabulary at all times. This year we have given out "Vocabulary Vaults" to place all of these words in. Vocabulary Vaults is a booklet with pages for each letter of the alphabet. Students can write the vocabulary words and their definitions.
- Questioning is an important part of creating rigor in a lesson. This year teachers are focusing on questions using Bloom's Taxonomy stems. Students are gaining deeper understanding of text through discussions. As a school we are working towards getting students to ask questions to each other. They should try and construct deeper meaning of the text with their partners.
- Differentiated Professional Learning for teachers is one of the best ways to support teachers' professional needs. At P.S. 47 differentiated professional development happens in many ways: pairing of teachers using the Associate Model, mentorships, inter-visitations, review of ARIS video modules, consultation with Generation Ready Consultant and Literacy support Consultant. This year we are beginning to differentiate workshops on Monday afternoons by using the data collected from the Danielson Observations. Teachers create workshops using the ARIS Learns professional development guide that aligns with the Danielson Competencies. By studying the data collected in Advance, it allows you to see what areas teachers are ineffective, developing, effective and highly effective in. We want to support all of our teachers to move towards "highly effective" teachers.
- Our school-wide behavior management program is called "HOOTS." This positive behavior reinforcement supports good behavior in the classroom, hallways, lunchroom, etc. Students receive "owl tickets" that can be cashed in for prizes for positive behaviors. Good behavior school-wide gives students better self-esteem and provides an environment that is conducive to learning. Good student behavior allows teachers to focus on instruction as opposed to behavior management.
- Each student throughout the school is being tracked on their independent reading level as measured by Fountas and Pinnell. As a school we adjusted the levels by grade and by marking period to raise the standard.
- Supporting partnerships with families to support students' progress towards college and career readiness: Tuesdays are designated as Parent Involvement Day. Teachers plan various activities. Parent workshops, Newsletters, Parent Meetings to Review Attendance and Student Goals.
- Title 1 parent involvement funds were used to purchase the Learning Leaders. Parents will be trained for three days during December. They will also be fingerprinted and receive their badges so that they can be assigned to the early childhood classrooms. This organization will also provide three workshops for the parent community: 1. Common Core Learning Standards, 2. Achieving State Assessments and 3. Focusing On You Educationally.
- Streamlined Progress Reports/Next Steps for Parents: Constant feedback is given to parents so that it is not too late to give their child the intervention necessary to meet grade level standards. A "Next Steps Template" that is given to parents with the Progress Report spells out the next step for parents to take to help their child. Next Steps are a checklist for Math and ELA in Spanish and English. An example of a next step is, after your child reads to you, ask your child to retell the story using beginning, middle and end.
- Saturday ESL Program for Parents and Early Childhood Students: This program is starting up in December. Spanish speaking parents will learn to speak English along with their kindergarten, first and second grade children.
- Earlier this year P.S. 47 supported "Bring Your Dad to School Day." Dads came to school and met with the administration about the importance of fathers in their children's lives. The dads later on went up into the classrooms to do read-alouds. Assistant Principal Peay met with fathers last year in April for Father/Son Day. We are planning on

this event for this year.

- Feedback to students regarding college and career readiness:

▣ Grades 4 and 5 researched various colleges. Grade 5 worked on a writing task that responded to informational text. Students developed opinions in writing. Students had to write about the pros and cons of going to college. The students had to select a college based on their future career choice. We have scheduled “Career Day” for later in the school year. 5th Grade attended a trip to Queens College. Next Month they will attend a trip to Lehman College.

One of our greatest strengths at P.S. 47 is our teacher support and collaboration. Our organization is structured throughout the school using the Associate Model. This model allows for “built-in” professional development. Seasoned teachers are paired with new teachers during the 90-minute reading block. Each teacher divides the students into two groups for guided and independent activities based on their ability levels. Students have reduced adult to student ratio. There is also a Literacy Coach and a Math Coach to support teachers in curriculum planning or areas where a teacher needs to develop. P.S. 47 also has a mentor program for new teachers. Consultants are also used for literacy from “Generation Ready” and “Literacy Support.” The teachers work together for many different activities: Curriculum Mapping, Lesson Planning, Teacher Teams, etc. As a result of our teacher support, the teacher turnover rate for all teachers is 4% and 5% for teachers with fewer than 5 years-experience.

One of our greatest accomplishments was getting the Robin Hood Library as a resource for our students and keeping the library current. The library took five years in the making. This year we have replaced all of the computers in the media center to keep the library as up-to-date as possible. Each year the librarian orders new books on current topics and the “Best Sellers List” to keep the interests of children. Additionally, another greatest accomplishment was to reduce the special education -referral rate by providing intervention to less than 1% for our 1,141 students, which is below the city average. One of our greatest challenges has been the increase of ELLs (English Language Learners) at P.S. 47. There are 26.21% ELLs in our bilingual and ESL classes. The population seems to be on the rise. Also, the physical building is utilized at 140%. The school is built for 780 students while there are currently 1,141. Although the school runs in an organized manner, space sometimes becomes an issue.

The area in which P.S. 47 made the most growth last year was in teacher development. Through the Danielson Framework for teaching, the teachers were able to move from “developing” to “effective” in most competencies. Additionally, our 5th grade students scored 24% on grade level in Math for 2014, up from 10% the previous year. In 2014 the number of level 1’s for grade 5 dropped to 49%, from the previous year at 69%.

The key foci for the 2014-15 school year are as follows:

- To provide a balanced approach to literacy, so that all students at P.S. 47 will read and write on grade level through: shared reading/read-alouds, guided reading, independent reading, guided writing and independent writing.
- Students will read a minimum of 25 books independently.
- Students will gain deeper meaning of text through rich discussions and open-ended questions. Students will take ownership of their questioning and discussion in the classroom by developing their own questions about a topic and taking initiative in partner and whole class discussions.
- Students will respond to informational texts through writing in grades k, 1 and 2. Grades 3, 4 and 5 will respond to informational texts and include an opinion in their writing, using evidence from the text to support their opinion.

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

1. 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).
2. 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.

All testing grades, 3rd, 4th and 5th totaled 11% on grade level on the 2013-14 ELA. This goal was formulated to increase ELA scores for the 2014-15 school year, specifically on the writing part of the test.

Strength:

- Teachers are using the NYC ELA Rubric.
- Teachers are using the Ready Gen PBAs and Common Core Tasks in Writing.
- Teachers are providing daily guided lessons using the Grammar Guides.

Associate Model provides two teachers during Literacy Block.

Weakness:

- The teachers need to better align curriculum to the CCLS.
- Teachers need to better use data to drive instruction.
- Teachers need to better provide rigorous instruction for their students through questioning and discussions.

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.

Goal #1

By June of 2015, student writing will align to the Common Core State Standards, specifically when responding to informational text (W2). This will give the students the support they need to increase their performance on the writing portion of the NYS ELA. As measured by the NYS ELA exam, the number of students on grade 3 achieving “a proficiency level” will increase from 11% to 13%.

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>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Teachers will use “Grammar Guides” to plan daily mini lessons for “guided writing.” Teachers will group students for writing instruction: 2 guided groups and 2 independent groups. 	All Students Grade k -5	Sept. 2014- June 2015	Administration, Literacy Coach, Generation Ready

<ul style="list-style-type: none"> ● Students will complete Performance Based Writing Assessments (PBA) from Ready Gen, Common Core Writing Tasks, etc. ● Mini-Posters: Bloom’s Taxonomy and Webb’s Depth of Knowledge distributed. ● Professional Development for teachers around Common Core Writing Tasks. ● Distribution of Bloom’s Taxonomy Sample Question Cards. ● Distribution of Bloom’s Question Stem Cards. ● Professional Development for Teacher’s “Looking at Student Work” in Writing. Data to Drive Instruction. ● Teacher Book Study on: A Taxonomy for Learning, Teaching and Assessing by Pearson Education. 			<p>Consultant, Literacy Support Consultant, Classroom Teachers, Associate Teachers, AIS Specialist</p>
<ul style="list-style-type: none"> ● Modeled Writing: Teachers will provide a writing sample for students. UDL (Universal Design For Learning) ● Dictionaries in each classroom. ● Word Walls in Literacy and all content areas. ● Use of Technology, Smart board, I Pads and Laptops ● Use of Writing Conferencing Notes for the development of individual and group re-teaching of writing strategies and conventions. ● Rubrics and checklist to support independence in writing. ● Students keep writing portfolios. 	<p>Special Education Students, ELLs and At- Risk Students in Grades K-5</p>	<p>Sept. 2014- June 2015</p>	<p>Administration, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, Classroom Teachers, Associate Teachers, AIS Specialist</p>
<ul style="list-style-type: none"> ● Review of School-wide goals during parent orientation. ● Periodic review of goals and writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including writing. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Literacy. ● Parents to review and sign writing homework. 	<p>Parents of Students in Grades K-5</p>	<p>Sept. 2014- June 2015</p>	<p>Classroom Teachers, Associate Teachers, Parents, Learning Leader Consultant</p>
<p>Students feel free to take risks in writing and sharing their work for peer editing. Teachers work together when “Looking at Student Work.” Parent trust the school’s recommendation for “Next Steps for Parents.” Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards.</p>	<p>Parents, Students Teachers Grades k-5</p>	<p>Sept. 2014- June 2015</p>	<p>Teachers Learning Leader Consultant Parent-Coordinator</p>

Part 4 – Resources Needed

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

Resources include: Portfolios, Common Core Aligned Rubrics, Grammar Guides, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant.

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	x	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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:

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

By February of 2015, 12% of Grade 3 students will be on grade level as measured by Pearson’s New York Progress Monitor Assessment in ELA.

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
2. 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 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

- | | |
|----|---|
| 3. | 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). |
| 4. | 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. |

All testing grades, 3rd, 4th and 5th totaled 15% on grade level on the 2013-14 State Math Assessment. This goal was formulated to increase Math scores for the 2014-15 school year.

Strength:

- The latest Quality Review conducted in December of 2014 shows that in the area of 3.4 P.S. 47 is “proficient” in establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. In the area of 4.2, P.S. 47 is “proficient” in the area of engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- On the 2013-14 Learning Environment Survey, 95% of the parents that took the survey were satisfied with the school’s systems for improvement.
- Additionally, 93% of the parents agree that P.S. 47 offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested.

Weakness:

- After debriefing using the “Skills Item Analysis” for the 2013-14 State Math Assessment, teachers on grades 3,4 and 5 established that a majority of the students scored poorly in the area of open ended responses.

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.

Goal #2

To increase student achievement in Math by offering additional interventions outside of the regular school program: P.S. 47’s After School Program, P.S. 47’s Saturday Program, After School CBO’S, Rainbow Youth and PAL (Police Athletic League, Math Tutoring for students in the bottom one third of the city, Parent Math Workshops and Math Day. In the 4th grade cohort, 7% of the students achieved “grade level” proficiency rating based on the New York State Math Assessment. That same cohort, now in Grade 5 will increase students meeting proficiency levels to 10% on “grade level” on the 2015 NYC Math exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities,</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
---	--	---	--

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> ● Teachers will provide Math Assessments for students using the Go Math Curriculum and Pearson’s Progress Monitoring. Math Performance Tasks: Writing/Math. Students show their work. ● Math mini-lessons for (HOT) Higher Order Thinking Questions from Go Math Curriculum. ● Mini-Posters: Bloom’s Taxonomy Question Stems for Math distributed. ● Professional Development for teachers around Common Core Math Tasks. ● Distribution of Daily Math Journals. <p>Math Turn and Talks, Think Pair Shares, etc.</p>	All Students Grade k -5	Sept. 2014- June 2015	Administration, Math Coach, Classroom Teachers, Math AIS Specialist
<ul style="list-style-type: none"> ● Police Athletic League, Rainbow Youth provide instruction after school in math and the written response. ● P.S. 47’s After School Program provides 1 hour of Math support. ● F-Status Teacher provides pull-out services to students that scored the bottom third of the city in MATH. ● Modeled Word Problems: Teachers will provide a Math sample for students. UDL (Universal Design For Learning) ● Use of Manipulatives and Models ● Dictionaries in each classroom. ● Word Walls in Math and all content areas. ● Use of Technology, Smart board, I Pads and Laptops ● Rubrics and checklist to support independence in Math. ● Students keep Math portfolios. 	Special Education Students, ELLs and At- Risk Students in Grades K-5	Sept. 2014- June 2015	Classroom Teachers, Math Coach, Administration.
<ul style="list-style-type: none"> ● Review of School-wide goals during parent orientation. ● Periodic review of goals and Math/writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including Math. Math workshops to teach parents how to do the math. Math Day to show parents the activities they can do with their children. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards in Math and ELA, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with Math activities they can do with their child at home to support Math. ● Parents to review and sign writing homework. 	Parents of Students in Grades K-5	Sept. 2014- June 2015	Classroom Teachers, Associate Teachers, Parents, Learning Leader Consultant
<ul style="list-style-type: none"> ● Students feel free to take risks in Math and sharing their work for peer editing. ● Students trust the CBO’s for additional Math support. ● Teachers work together when “Norming in Math.” ● Parent trust the school’s recommendation for “Next Steps for Parents in Math.” ● Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards. 	All Students Grade k -5	Sept. 2014- June 2015	Classroom Teachers, Associate Teachers, Parents, Learning Leader Consultant

Part 4 – Resources Needed

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

Resources include: Portfolios, Common Core Aligned Rubrics, Math Journals, Math Coach, F-Status Math/Coach/AIS Specialist.

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.

N/A

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:

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

By February of 2015, 8.5% of Grade 5 students will be on grade level as measured by Pearson’s Progress Monitoring Assessment in Math.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
12. 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

13. 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).
14. 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 September a report was generated based on MOSL. There were 6 teachers who received an overall rating of “Developing” based on MOSL.

Strength:

- All teachers have received on-going professional development on the Danielson Framework for Teaching. Differentiated Professional Development is created quarterly for teachers based on their MOTP ratings.

ELA and Math Coach have been assigned to all teachers with TIPS.

Weakness:

- Based on MOSL, all teachers listed as “developing” showed minimal growth on the Writing Performance Task and Fountas and Pinnell.

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.

Goal #3

During the 2014-15 school year, teacher effectiveness will be increased as measured by the Danielson Framework. Actionable feedback will allow teachers to reflect upon their practices and delineate next steps for improved outcomes. Six teachers received a “Developing” on their overall MOTP rating in the 2013-2014 school year. Those teachers will move a minimum of one HEDI rating on selected evaluation components within Domain 3 of the Danielson Framework by the end of the 2014-2015 school year.

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:

15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
16. 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).
17. Strategies to increase parent involvement and engagement
18. Activities that address the Capacity Framework element of Trust

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

<ul style="list-style-type: none"> ● Teachers receive ratings. ● Teacher Intervention Plans (TIPs) are created and reviewed during the Initial Planning Conference (IPC). ● TIPs are monitored. ● Teachers receive support from the Literacy Coach. ● Teachers receive support from the Math Coach. ● Differentiated professional developments are created throughout the year for teachers based on their Danielson area for improvement. ● Mid-Year Review with the Principal to make sure teacher is on track. ● Ongoing Professional Development each Monday afternoon to support “Best Practices.” Includes, “Looking at Student Work Protocol.” 	Teachers that received a “developing” on their MOSL rating.	Sept. 2014- June 2015	Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.
<ul style="list-style-type: none"> ● As teacher practices improve, there is increased teacher-effectiveness to support at-risk population. Student engagement is increased. 	Teachers that received a “developing” on their MOSL rating.	Sept. 2014- June 2015	Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.
<ul style="list-style-type: none"> ● SLT teacher support. Parent workshops to better support student and teacher practices. 	Teachers that received a “developing” on their MOSL rating and Parents	Sept. 2014- June 2015	SLT, Administration
“D” Rated Teachers trust Administration, Literacy Coach, Math Coach, Grade Teachers, to provide necessary supports to move them to an “effective” Teacher.	Teachers that received a “developing” on their MOSL rating.	Sept. 2014- June 2015	Teachers, Literacy Coach, Math Coach, Administration

Part 4 – Resources Needed

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

Teacher Intervention Plans (TIP), Assistant Principal, Literacy Coach and Math Coach.

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	x	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

N/A

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:

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

School leaders will monitor and review Advance Reports to make sure all six teachers move up at least one level in Domain 3.

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

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
22. 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

- | | |
|-----|--|
| 23. | 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). |
| 24. | 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. |

State ELA Score for all grades in Reading was 11%.

Fountas and Pinnell showed limited movement as a result of reducing guided reading time due to the implementation of the new literacy curriculum, Ready Gen.

Strength:

- Teachers are trained in the area of Balanced Literacy.
- Associate Model allows 2 teachers during the 90-minute literacy block to instruct 4 groups daily.

Weakness:

- Teachers need to better use their conferencing notes to plan guided mini-lessons.
- Teachers need to allot time for “independent reading.”
- Teachers need to better provide rigorous instruction for their students through questioning and discussions.

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.

Goal #4

During the 2014-15 school year, school leaders will track through classroom observations and lesson plan reviews to make sure every instructional teacher is providing guided reading and independent reading opportunities for their students. School Leaders will ensure students read a minimum of 25 books. By June of 2015, 50% of the students, grade k-5 will go up a minimum of 2 independent reading levels as measured by the Fountas and Pinnell assessment.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of			

Trust			
<ul style="list-style-type: none"> ● Students will be assessed to find their “Independent Reading Level.” ● Teachers will use “Conferencing Notes” to plan daily mini lessons for “guided reading.” Mini-lessons will provide strategies and a purpose for reading. ● Teachers will group students for “guided reading” instruction: 2 guided groups and 2 independent groups. <p>Distribution of “Home Logs” and “Class Logs for Independent Reading.</p> <ul style="list-style-type: none"> ● Students will read for 20 minutes each day. ● Mini-Posters: Bloom’s Taxonomy and Webb’s Depth of Knowledge distributed. ● Students will read “25 Books.” <p>Distribution of “Vocabulary Vaults” for vocabulary.</p> <ul style="list-style-type: none"> ● Distribution of Bloom’s Taxonomy Sample Question Cards. ● Distribution of Bloom’s Question Stem Cards. ● Professional Development for Teacher’s “Looking at Student Work” in Writing. Data to Drive Instruction. ● Teacher Book Study on: A Taxonomy for Learning, Teaching and Assessing by Pearson Education. ● Light-sail Pilot Program allows students to select from a variety of Independent Reading materials. 	All Students, K-5	Sept. 2014- June 2015	Classroom and Associate Teachers
<ul style="list-style-type: none"> ● Teacher will provide a Ready Gen “shared reading.” Students will follow along with their own copy of the reading. UDL (Universal Design For Learning) ● Vocabulary Vaults: This school-wide initiative allows students to store vocabulary words in one place for continued use. ● Word Walls in Literacy and all content areas. ● Use of Technology, Smart board, I Pads and Laptops ● Use of Writing Conferencing Notes for the development of individual and group re-teaching of writing strategies and conventions. ● Rubrics and checklist to support independence in writing. ● Students keep writing portfolios. 	All Students, K-5	Sept. 2014- June 2015	Classroom and Associate Teachers
<ul style="list-style-type: none"> ● Students will read for 20 minutes each night. ● Parent will sign off on Home Reading Log verifying that student read at home. ● Review of School-wide goals during parent orientation. ● Periodic review of goals and Math/writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including Math. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Math. ● Parents to review and sign writing homework. 	All Students, K-5	Sept. 2014- June 2015	Classroom Teachers, Associate Teachers, Parents, Students
<ul style="list-style-type: none"> ● Students feel free to take risks in writing and sharing their work for peer editing. 	All Students, K-	Sept. 2014- June 2015	Teachers, Parents and Students

<ul style="list-style-type: none"> • Teachers work together when “Assessing using Fountas and Pinnell.” • Parents trust the school’s recommendation for “Next Steps for Parents in Literacy.” • Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards. 	5 and Parents		
---	---------------	--	--

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Classroom Teachers, Associate Teachers, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, F-Status AIS Specialist.

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	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February of 2015, 50% of the students k-5 will increase one independent reading level as measured by Fountas and Pinnell.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes	No
32.	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

- | | |
|-----|---|
| 33. | 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). |
| 34. | 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. |

A review of the PTA sign-in sheets for the 2013-14 school year show that there were an average of 30 parents per month attending the PTA meetings.

Strength:

- Based on the 2013-14 Learning Environment survey, 100% of the parents agreed and strongly agreed that the school encourages them to participate in their child’s education. 95% of the parents feel supported by the teachers.

Weakness:

- Based on the 2013-14 Learning Environment survey, 25% of the parents stated that they have never attended a PTA meeting.

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.

Goal #5

By June of 2015 parent participation at the monthly PTA Meetings will increase by 40%.

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>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> ● “Meet Your Child’s Teacher Day” Parents meet with Assistant Principals and Principal. Recommendation is made for parents to get involved in their child’s education. Parents trust administrations guidance. Recommendations are made to participate in the PTA. ● Each Tuesday, parents are invited to the school for workshops and parent discussions. Workshops teach parents the skills that will 	Parents	Sept. 2014- June 2015	Principal, Assistant Principals and Classroom Teacher

<p>support them to help their children do the homework. Additional workshops for bilingual parents to learn English. Workshops for parents of special education or at-risk students to provide strategies to support their children.</p> <ul style="list-style-type: none"> ● Ongoing parent workshops throughout the school year to help parents understand the alignment of instruction with Common Core. ● Monthly Parent news letters to increase parent communication. <p>Monthly activities to attract parents into the school: Thanksgiving Feasts, Holiday Gift Give Away, Black History Assembly, Cultural Fair, Science Day, Mother’s Day Brunch, etc.</p>			
<ul style="list-style-type: none"> ● School website to increase communication with parents listing dates for monthly PTA meetings and school events. ● School messenger purchased to inform parents of PTA meetings. ● Parent bulletin board so that parents can be reminded when school events and PTA meetings take place. ● Monthly PTA Flyers and reminders distributed to parents by PTA. 	Parents	Sept. 2014- June 2015	Budget Manager, School Web-Master to maintain school website, PTA to create monthly flyers.
<ul style="list-style-type: none"> ● Learning Leaders provides parent workshops on State assessments, Common Core Alignment and Parent Wellness. ● Learning Leaders provides parent training to partner parents with the school. 	Parents	Sept. 2014- June 2015	Learning Leaders
<ul style="list-style-type: none"> ● Home Independent Reading Logs are signed by parents to assure that their child has read for 20 minutes each night. Teachers trust parents to monitor the reading. ● PTA provides monthly meetings for parents to learn. Refreshments will be served. Monthly give away. ● Two SLT Meetings each month that will focus on parent involvement and encouragement of activities that will bring parents in to the school. 	Parents and Students	Sept. 2014- June 2015	Classroom Teacher, Members of the SLT

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher hours, Learning Leaders and coaches to provide Workshops, Monthly Flyers, Monthly Newsletters, etc.

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	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
N/A									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>40. Specify a timeframe for mid-point progress monitoring activities.</p>
--

By February of 2015 parent participation at the monthly PTA Meetings will increase by 20%.

Part 6b. Complete in February 2015.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----	--	-------------------------------------	--------------------------	--------------------------	--------------------------

42. 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)	Student performing below grade level on Fountas and Pinnell.	Guided Reading <i># of Students By Grade:</i> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	Small group – Differentiated instruction <i># of Students By Grade:</i> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Mathematics	Student performing below grade level on the Monthly Math Assessments.	Guided Instruction <i># of Students By Grade:</i> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Science	Student performing below grade level on the Monthly Science Assessments.	Guided Reading <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	During School Days Content Area Reading
Social Studies	Student performing below grade level on the Monthly Social Studies Assessments.	Guided Reading <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	Small group – Differentiated Instruction <i># of Students By Grade:</i> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	During School Days Content Area Reading
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students were categorized as the bottom third of the city on ELA and State Math Test	Pull-Out <i># of Students By Grade:</i> 4th 10, 5th 60	Small group- Grade: 4th 10, 5th 60	During School Days

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		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.

- A representative from P.S. 47 attends all of the DOE hiring halls. The DOE's New Teacher finder has also been used to hire new teachers as well. All of these candidates have been approved and certified.
 - At P.S. 47 we are able to retain teacher through our Associate Model. This model allows the school to pair "new teachers" with "seasoned" teachers for a large portion of the day. The Associate Model is also "built in" professional development.
- Teachers enjoy working with a partner and look forward to coming to work each day.
- Our Mentor Program is for all new teachers. Each new teacher is matched up to a mentor who will support their instructional needs.
 - There are two coaches: a Literacy Coach and a Math Coach to provide one on one support for all teachers.
 - Each teacher received professional development two times a month with an academic focus. There is a full day professional development day in November and June.
 - The school has received a Helmsley Grant to provide on-going professional development for all of the new teachers entering the school. So far the grant has continued for three years. The funds are used to provide a Literacy Consultant from the Generation Ready Literacy Group.

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).

Aside from the school-wide professional development, all staff members are encouraged to attend professional development sessions outside of the school. P.S. 47 is affiliated with Network 608. Network 608 provides ongoing support and workshops that are tailored for all staff members to meet the CCSS needs of students. All of the workshops that Network 608 provides are instructional. The workshops are for Principals, Assistant Principals, Coaches, teachers and paraprofessionals. P.S. 47 also has a partnership with BETLA and Fordham University to provide workshops for our ESL (English as a second language) and Bilingual Teachers. This year the teachers are attending citywide professional development for the new literacy and math curriculum. The school has been setting up teams to attend the citywide professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

N/A

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.).

In order to transition the pre-k students to P.S. 47, we provide an "Open House" for parents to get to know the school. During that open house parents receive information of what is expected of their children when they enter kindergarten. There is also on-going support throughout the kindergarten year for students who are not meeting the standards. There are pull-out academic intervention services where students are learning "letter sound recognition" and "decoding." There is a school website that parents can log onto that will give them a brief overview of P.S. 47.

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.

Every Monday teachers meet in their "Teacher Teams." During that time teachers discuss assessment and the needs of the students. There is also a monthly "Literacy Leads" meeting where the literacy curriculum and assessment are discussed. Additionally, there is a monthly "Math Minds" meeting where math curriculum and math assessment is discussed.

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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
--------------	-------------------------------	--	---

	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$1,059,795.00	x	Pgs. 12, 18, 21,23
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$253,278.00	N/A	N/A
Title III, Part A	Federal	\$33,008.00	N/A	N/A
Title III, Immigrant	Federal	\$3,496.00	N/A	N/A
Tax Levy (FSF)	Local	5,484,078.00	x	Pgs. 12, 15, 18, 21, 23

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:

1. 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.
2. 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:

3. **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).

4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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) 12x047

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. **P.S. 47**, 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. **P.S. 47** 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) 12x047

P.S. 47, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

**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 12	Borough Bronx	School Number 47
School Name John Randolph		

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 Thomas Guarneri	Assistant Principal Richard Peay
Coach Joann Sgarlata-Math Coach	Coach Judith Romney-Literacy Coach
ESL Teacher Melissa Austin	Guidance Counselor type here
Teacher/Subject Area Daliz Vasquez/Bilingual	Parent Nina Cruz
Teacher/Subject Area	Parent Coordinator Laura Smith
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	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	4	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	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1139	Total number of ELLs	264	ELLs as share of total student population (%)	23.18%
--	------	----------------------	-----	---	--------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	264	Newcomers (ELLs receiving service 0-3 years)	163	ELL Students with Disabilities	38
SIFE	2	ELLs receiving service 4-6 years	101	Long-Term (completed 6+ years)	4

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	83		5	24						107
Dual Language										0
ESL	80		29	73	2	3	4		1	157

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	163	0	34	97	2	3	4	0	1	264
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	28	29	24										107
SELECT ONE														0
SELECT ONE														0
TOTAL	26	28	29	24	0	107								

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	24	20	21	6	23	22								116
Chinese			1	2	1									4
Russian														0
Bengali	3	5	2	7	2	3								22
Urdu														0
Arabic			2	1		2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	4	3	1								10
TOTAL	27	26	27	20	29	28	0	157						

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)	18	3	4	3	4	5								37
Intermediate(I)	19	12	21	9	13	8								82
Advanced (A)	26	33	23	29	16	18								145
Total	63	48	48	41	33	31	0	264						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	24	7	1	0	32
5	20	6	1	0	27
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	14		18		0		2		34
5	20		8		2		0		30
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		12		13		2		30
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	6	6	1				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Fountas and Pinnell Assessment to assess the early literacy skills of ELLs in English. The data provides independent and reading instructional levels as well as fluency and comprehension. The data is then used for grouping, instructional planning, and response to intervention (RTI). This data will help drive our school's instructional plan by identifying the students that are most in need

of additional language services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R Scores for testing this year has been the following for grades k-5. Total number of students tested on LAB-R is 96. The breakdown of the scores are as follows: K:82, 1: 7; 2: 2, 3:2, 4:1, 5:2. The majority of the students that took the LAB-R in Kindergarten were in the advanced levels of the LAB-R (26); 15 scored in the intermediate level; 18 scored within the beginner level. The bulk of the students tested on the LAB-R is in kindergarten and the majority of those tested are eligible to receive ESL services. The data reveals that the majority of our ELL's are classified in the Advance Levels of the NYSESLAT exam consistently after two years of ELL services both through transitional Bilingual programs and ESL freestanding programs. Most of the Advanced level students are reaching those milestones within grades k-2 therefore entering into grades 3-5 with higher English understanding. Overall, students are progressing and achieving those advanced levels and proficient levels on the NYSESLAT. There is however, a disparity between achieving the advanced level scores and the ELA exam. Most, of the students in grades 3 and 4 achieved a level 1 on the ELA exam but it was comparable to their monolingual counterparts taking the same test. Students in grades 3, 4 achieved levels 1 and 2 on the Math Exam (Native Language Math was not available in these areas to assess). There is a higher percentage of ELL's scoring levels 2 in grade 3 as opposed to their counterparts (mathematics) this may be due to the Transitional Bilingual Program that works with students in both languages and facilitates the process by which students choose the language that they will be tested in. Note that the Science Exam also shows that ELL's perform higher achieving levels 3 and 4 at about 50% rate.
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 [AMAO tool](#))
The Spring 2013 NYSESLAT results are not available on the RNMR at this time.
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?

Historically, the ELL population within the school have always shown growth with the NYSESLAT Proficiency Assessment. We have noticed an increase within the Advanced Levels in all grades. However, the ELA scores show that ELL's are having difficulty with attaining passing levels with the New Common Core Test. However, this is not subjected to the ELL population in isolation. The data also reveals that the third grade ELL population achieved passing levels at a higher rate than the 4th and 5th grade on New York State Mathematics Assessment. Again, this can be due to the 3rd grade bilingual program which supports students with their Native Language. There were a total of 17 students were administered the ELE at the third grade level. 41% of these students scored level 3 and 4 while 58.8% of these are scoring below passing levels within their Native Language Proficiency. Of the 32 students administered the NYS ELA Assessment 3% scored passing levels. The total population tested was 6.4% of the entire ELL population in their Native Language. At this time the percentage of the group tested is not significant enough to render comparable data. Not Applicable for B and C.

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](#).)

Our school uses data to guide instruction of ELLs within the RtI framework by using common core instructional materials that offer tier 2 and 3 interventions as well as extended concepts for those not at-risk. Our ESL/Bilingual teachers collect data on individual students through conferencing and individual assessments during reading, math, and writing. Teachers assess student results to understand what instruction has been provided and what the next steps should be. This data is used to create flexible grouping to help provide our ELLs with the appropriate intervention. Our Literacy program, ReadyGen, and Math program, GO Math!, are aligned to the common core standards to provide all ELLs high-quality learning opportunities. Grade level teacher teams meet weekly to identify areas where students are struggling and together formulate monthly goals to guide instruction. During meetings teachers share data, think objectively about struggling students, and discuss the quality of instruction in each tier. Student work is analyzed during this time along with assessment results.

Our school uses data to guide instruction for ELLs through the following methods:

- small group instruction
- ESL scaffolds
- Associate Teachers (a second teacher in the class for additional support during literacy)
- Use of technology for individualized instruction through the use of Achieve3000
- Extended Day and Saturday Programs for ELLs
- Provided researched based professional development for teachers
- We have fully credential Bilingual and ESL teachers.
- We have built-in professional development through the Associate Model.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language is considered in instructional decisions by providing scaffold language and opportunities to respond. Scaffold language includes paraphrasing key words, provide opportunities to extend answers, use familiar synonyms and antonyms, and provide further language support to explain aspects that require refinement. We do ensure that we have intensive reading interventions during guided reading for 30 minutes three times a week and 50 minutes two times a week.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our success of our ELL programs by comparing our state exam scores school wide with other monolingual classrooms as well as comparing our state scores with other schools in our district. We also look at monthly assessments school wide and compare our ELLs to monolingual classes on the same grade to ensure grade level progress. We use the NYSESLAT results to measure growth from year to year for individual students and grades to help with instructional and material decisions. As a whole, our ELLs tend to outperform most of the district and as a result we believe our programs are very successful. As for this current year, we are awaiting our AYP results from the State.

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](#).)
A uniform identification procedure is used with all students enrolling at our school in order to ensure an equitable standard based bilingual and ESL educational service. The procedure used to identify LEP/ELL students is as follows:
- When a parent comes into our school an informal interview is conducted to assess their native language.
 - We find the appropriate pedagogue that speaks that language.
 - The assigned pedagogues and availability schedules are as follows:
- Ms. Vasquez, Teacher (Spanish) - 8:00am to 9:00am
 Ms. Morando, Teacher (Italian) - 8:00am to 9:00am
 Ms. Mikhail, Teacher (Arabic) - 8:30am to 9:30am
 Ms. Gomez, Teacher (Spanish) - 9:00am to 10:00am
 Mr. Torres, Teacher (Spanish) - 10:00am to 11:00
 Mr. Rahman, Teacher (Arabic, Bengali, Urdu) - 8:00am to 2:00pm

The Home Language Identification Survey (HLIS) is administered by the assigned pedagogue. The HLIS indicates whether or not a student is eligible for further evaluation. Next, the student's academic history is reviewed and assessed by the ESL Coordinator. Within 10 school days, the Test Coordinator administers the Language Assessment Battery-Revised (LAB-R), which determines the students' English proficiency level. The Spanish LAB-R is administered by the following certified Bilingual classroom teachers:
 Kindergarten and First Grade - Ms. Perez, Teacher
 2nd Grade - Ms. Gomez
 3rd, 4th, and 5th Grade - Ms. Vasquez, Teacher

This procedure will decide whether a child is entitled to receive services as an English Language Learner (ELL) in one of the following programs:

- Transitional Bilingual Education Program
- Freestanding English as a Second Language program

3. ESL push in/pull out program

A student's continued entitlement is determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring. The RLER report is generated from ATS to determine the eligibility for NYSESLAT testing. The NYSESLAT is administered in four parts by the classroom teachers and the ESL coordinator. The classroom teachers administer the Reading, Writing, and Listening sections to all student on their classroom register. The Speaking section is administered by the other bilingual or ESL teacher on the same grade on the lower grades - K-3. The fourth and fifth grade teachers administer the test to each others students on register.

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

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

2nd Grade - Ms. Gomez, Bilingual, Mrs. Sjogren, ESL

3rd Grade - Ms. Vasquez, Bilingual, Ms. Cervantes, ESL

4th Grade - Ms. McKenna

5th Grade - Ms. Garcia

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

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.

The three program choices in NYC are Transitional Bilingual, Dual Language and ESL. The ELL Parent Orientation must take place for new ELLs within 10 school days of being admitted to the NYC school system. At P.S. 47, we reach out to current and new parents of English Language Learners to inform them that they have program choices. It is up to the parents to decide which program their child will be enrolled in; a Transitional Bilingual Education program, a Freestanding English as a Second Language program, or an ESL push in/pull out program. The Initial Parent Orientation takes place at the time of new registration by the test coordinator, and at the end of the year in June (for the following year choices), presented by Richard Peay the identified ELL Supervisor. When presented at registration, parents watch a video in their language, to educate them on the three types of ELL programs. The test coordinator is there to assist with any questions parents may have. Then, they are asked to complete a program selection form indicating their choice of ELL programs for their child. To accommodate for the non-English speaking parents we provide Spanish, Arabic, and Bengali translators. In June, the ELL supervisor, conducts a meeting for the parents to choose their preference for the following year. Again, the parents watch a video in their native language to educate the parents on the different types of ELL programs available. All ESL and Bilingual teachers are available during the meeting to assist parents with questions and any further explanation of our programs. After the question and answer session, parents are asked to complete the program selection form. If a parent is having difficulty making a selection, individual counseling is available.

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

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

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.

Our school uses a uniform ELL identification process in order to provide students with entitled services. The placement of students in a Transitional Bilingual instructional program or a Free Standing English as a Second Language instructional program depends on the following criteria: Completion of the Home Language Identification Survey (HLIS), Administration and score on Language Assessment Battery (LAB-R), and Parent Survey and Program Selection Form. After the criteria have been met, parents are informed with placements letters as to where students are placed. Copies are made of the placement letter and filed in the ESL school-wide

binder. Students are then placed in the appropriate program and provided with the entitled services. Each Transitional Bilingual and ESL classroom has a certified LEP teacher and an Associate teacher, who helps support English development during ELA. For students already placed in ESL and bilingual programs, the test coordinator checks the NYSESLAT scores as soon as they are available in the beginning of the school year. Parents of students designated beginning, intermediate or advanced receive a continued entitlement letters. Copies of the continued entitlement letters are also filed in the ESL school-wide binder for the 2013-2014 school year. Our school communicates with non-English speaking parents in their home language in order to support shared parent-school accountability, parents access to information about their children's educational options, and parent's capacity to improve their children's achievement.

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.

To ensure all four components of the NYSESLAT are administered the test coordinator follows these procedures. First, the test coordinator runs the RLER report in ATS to compile a list of eligible students. The RSPE, test modifications report, is also run to identify specific testing modifications for our ELL-SWDs. The test coordinator then creates lists of all eligible students using the ROCL reports, by grade, that are entitled to take the NYSESLAT. All Freestanding ESL and Transitional Bilingual teachers are assigned, by appropriate grade level, to administer the Reading, Writing, and Listening section to their class at a designated time by the test coordinator during the two week testing window. Each teacher is provided the correct number of tests along with an attendance roster. All attendance rosters are collected with the tests after each section is administered so the test coordinator can compile a list of make-ups if necessary. For eligible students that have missed any section during administration, the test coordinator or an assigned ESL teacher will administer the specific test each student may need. The same lists generated are used for the Speaking portion. The Speaking portion is administered by another ESL/Bilingual teacher who is not the student's classroom teacher. All testing teachers are given a roster to administer the test and keep attendance to compile a list of any make-ups needed. The bilingual kindergarten teacher, Ms. Perez, administers the 1st grade speaking to all eligible 1st grade students. The 1st grade ESL teacher, Ms. Austin, administers the kinder test to all eligible kindergarten students. The 2nd and 3rd grade ESL and Bilingual classroom teachers switch classes to administer to each others classes. The 4th and 5th grade ESL teachers administer the test to eligible students on their opposite grade. Any eligible student on every grade not in a designated ESL or Bilingual classroom has the test administered to them by an ESL/Bilingual teacher who does not academically support or teach the child in any way. ESL/Bilingual teachers are to report obsessive absences during the testing window so phone calls or home visits can be done if need be to ensure all students complete all four sections of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the parent survey letters, the trend seems to be that parents of ELL students at P.S. 47 refer a bilingual or ESL self-contained classroom. In the lower grades, half of the parents prefer bilingual education and half of the parents prefer ESL. However, in the fourth and fifth grade there seems to be a preference for ESL rather than Bilingual education. As a result, we have focused more on English only classes in the upper grades of our school. We make every effort to honor the program that parents select for their child. Parent surveys have informed us that the majority of parents of LEP students choose a Transitional Bilingual instructional program or an English as a Second Language instructional program. Parents who choose a program that is not available at our school may transfer their child to another school in the district that has such a program. Parents are notified that according to Part 154 of the Regulations of the Commissioner of Education in New York State, and based on their child's entitlement, at a minimum, their child must participate in a Freestanding English as a Second Language program. The program that they choose is for the entire year.

	Transitional Bilingual	ESL instruction
Kindergarten	26	27
First Grade	28	26
Second Grade	29	27
Third Grade	24	20
Fourth Grade		29
Fifth Grade		28

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])?

ESL instruction is delivered through four separate models in all grades, except 5th which is departmentalized: Self-contained ESL, Transitional Bilingual, pull-out ESL, and push-in ESL. In the ESL and Bilingual classrooms, students are grouped heterogeneously by grade. The push-in and pull-out model is per grade. All ESL self-contained and bilingual classrooms are heterogeneous. The 5th grade is departmentalized, but the ELLs are heterogeneously placed in one section that travel together as a group to a certified ESL teacher for ESL & ELA and supporting teachers for content areas.

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)?

All classroom teachers and ESL teachers submit their schedules to the ESL supervisor to make sure that each student is provided with the mandated amount of ESL, ELA, and NLA instruction time. Beginners and Intermediate students are in the ESL and Bilingual classrooms and receive 360 minutes of ESL instruction per week. The Advanced students are in pull-out and push-in programs and receive 180 minutes of ESL instruction per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In ESL self-contained classrooms, Science, Math, and Social Studies are all taught in English using ESL strategies for support. All content areas are taught through leveled and differentiated instruction. Beginners, Intermediates and Advanced language learners are given comprehensible as well as challenging content. Children taught in ESL classrooms receive native language support through visuals, dictionaries, translation apps on Ipads or MacBooks. Teachers use translation apps, readers in multiple languages, translation games, and instruction through a bilingual ESL or Bilingual teacher when available.

In our Bilingual Transitional classrooms math, science, and social studies are taught in both English and Spanish. Our school follows

the transitional bilingual model, which starts at first with 75% instruction in Spanish and 25% instruction in English. We then transition to 50% instruction in Spanish and 50% instruction in English. Finally, we transition to 25% instruction in Spanish and 75% instruction in English. All Bilingual classrooms have all materials in both English and Spanish for all content areas, including math, science and social studies.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are appropriately evaluated in their native language through the Spanish Lab and the assessment program El Sol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition on a monthly basis through informal assessment given by classroom teachers and formally on a monthly or 6-weeks schedule through performance tasks that are common-core aligned.
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).

a.) We currently have two SIFE students in the fifth grade in our school. Some of the services that our SIFEs receive are: the associate model, adopt an at-risk student; extended time services, afterschool/saturday programs, and AIS ESL additional services.

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

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

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

e.) Former ELLs are transitioned into general education classes after reaching proficiency on the NYSESLAT. They are then greatly supported in their continued language development through our associate model and through ESL strategies that have been given to Common Branch teachers. If needed, our former ELL can get support from one of our ESL or Bilingual teachers. We also have an immigrant program on Saturdays that they are welcomed to attend.

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?
Teachers of ELL-SWDs are provided with the standard general education grade-level material. Teachers then support the students using different ESL strategies to increase content and language development. Some of the strategies used are visual aids, manipulatives, smartboards for visual and hands-on approaches, and small group instruction. To ensure that all ELL-SWDs not Freestanding ESL or Transitional Bilingual classrooms receive all services mandated on their IEP, the SPED supervisor, Mr. Frazier, and our ELL supervisor, Mr. Peay contact the appropriate grade level ESL/Bilingual teacher. The teacher will call in the mandated attendance for each ELL-SWD they will service during their 90 minute literacy block daily.
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?
The majority of our language learners in special education are in the general education classrooms and are pulled out for related services. These students being part of the general education classroom, allows ESL students with special needs to have the maximum times spent with their general education peers, in turn exposes them to grade appropriate materials and behavior. However, some of our special education students are in Self-Contained classrooms or Integrated Co-Teaching (ICT) based on their individual

education plan (IEP). If a student is entitled to ESL, the child receives these services regardless of their classroom placement. Our ESL teachers serve the students in both the ESL self-contained classrooms and also pull-out students from Special Education self-contained classrooms. This ensures that the students are receiving the best support and specially tailored differentiated instruction in the least restrictive environment.

The Integrated Co-Teaching Teachers implement differentiated instruction based on the needs of these students on a daily basis. These teachers use the students' data (from test scores, classroom activities, monthly assessments, teacher observations and teacher-student conferencing) both to modify the instruction according to the students' learning styles and academic needs, implement academic intervention and enrichment, when necessary. These practices are shared and lessons are designed in conjunction with the ESL supervisor, who makes sure all mandated hours are met. In addition, teachers of special needs students and teachers of ELLS come together as part of a teacher team on every grade. These teachers meet a few times every month to discuss curriculum, student progress, share lesson plans, instructional ideas and plan curriculum to best benefit the needs of these particular students.

Courses Taught in Languages Other than English

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

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

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

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

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

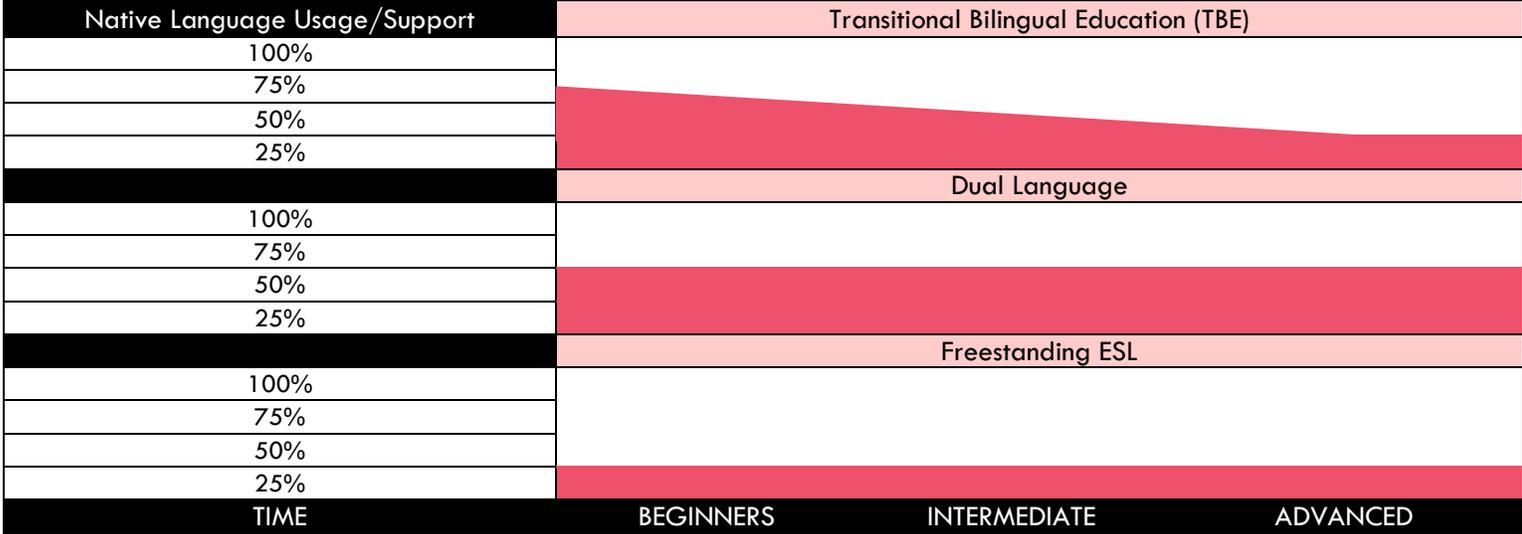
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.
- Our targeted intervention programs are: AIS in ELA; AIS in Math; 50 minute program; After-school program; and Saturday program for At-Risk ELLs and Newcomers.
- ELA: Literacy Intervention: Tier I intervention is scheduled for five 90 minutes per week of differentiated instruction. The effectiveness of Tier I is the use of Balanced Literacy through the Associate Model: two teachers provide daily small-group instruction based on common-core aligned material in an inter-related block. During this time reading workshop, writing workshop, and language-word study instruction is provided. Instructional decisions are based on flexible grouping, Common Core Standards, assessments, progress monitoring, benchmarks, rubrics, and data analysis for each student. With two teachers available for 90 minutes, LEP students are able to be given more attention and support in developing English Language proficiency. All instruction is delivered in English with native support when needed for clarification. Tier II intervention is built into the Literacy program, allowing teachers to support ELLs in small groups with ESL strategies and strategic supports for deeper understanding of concepts.
- During 50 minutes, Tier III intervention is used for at-risk students. Each grade uses this time to increase language development through guided reading. Some of the research-based programs used are: Read Naturally, Rigby (Ells program), Phonics for Reading, Soar to Success, and Foundations. All of these programs serve to support LEP/ELL students in improving proficiency and developing academic skills in literacy (phonics, comprehension, vocabulary, etc.)
- Math: Lower grades have 60 minute math periods five times a week and the upper grades 4th and 5th have 90 minute periods five times a week in English in ESL classes and Spanish/English in Bilingual classes. During this time, tier I and tier II response to intervention groups are formed based on flexible daily grouping based on common core content. Language support is also incorporated during this time for ELLs through visual or kinesthetic small groups. Additional interventions used are Soar to Success Math, Go Math educational games, and Uptown Education (educational software) are used to drive data driven instruction to build conceptual understanding and ensure mastery of skills; and assist in developing the ability to think critically and solve problems based on common core standards.
- Science: Tier I intervention is scheduled within the three 45 minute periods per week through differentiated instruction. The instruction reflects a student centered, problem solving approach to science aligned to Common core standards, benchmarks, assessments, data analysis, and rubrics. Content area guided reading is included 3 times a week. Tier II intervention is implemented in small groups 2 times a week during the day with targeted differentiated instruction. Foss Kits, Uptown Education, Delta Science Modules (grades 3-5), are toolkits used for intervention and re-teaching strategies through technology and hands-on activities designed to target instructional needs.
- Social Studies: Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction aligned with Common Core Standards, assessments, data analysis, progress monitoring, and rubrics. Content area guided reading is included during this targeted instruction to drive comprehension. Small group instruction provides Tier II intervention using additional resources - texts, visuals, Uptown Education - to scaffold re-teaching and support comprehension and academic vocabulary.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs - self-contained ESL and Transitional Bilingual - are extremely effective because they maximize the amount of English language development our ELLs can receive. Certified teachers are able to use ESL strategies throughout the day in all content areas in a safe and comfortable environment for our ELLs. The Associate model allows increased ELLs language development through small groups giving each student more individual attention. Our response to intervention programs address language development and provide students with deeper comprehension, conceptual understanding, and fluency.
11. What new programs or improvements will be considered for the upcoming school year?
- A voluntary Parent/teacher program is being implemented in the 1st grade on a bi-weekly basis. During this time, parents work together to create new centers games/activities to use at home to assist their child's learning. Centers are based on phonics, comprehension, and mathematics concepts that will help to enhance students learning experience as well as increase parent involvement in their child's education.
12. What programs/services for ELLs will be discontinued and why?
- Our Programs will remain the same.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have access to our After-school and Saturday Academy. Saturday Academy, which is funded by Title III and our Immigrant Title III budget, prepares our newcomers, beginners, and struggling language learners who are at-risk of becoming long term ELLs.

We are targeting students who have less than one year of ESL services, students who scored at the beginner level on the NYSESLAT and students who have received more than three years of ESL services and are still struggling.

After-school programs target the same groups of ELLs. Third through Fifth grade meet 4 times a week afterschool with no more than 20 students per class and no less than 15. All instruction is given in English. The programs will prepare students for the NYSESLAT and ELA by developing their English reading, speaking, writing, and listening skills.

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

All ESL and Bilingual classrooms, as well as general education classes, are equipped with smartboards. Through the use of technology students are given access to visual aids, notebook and powerpoint presentations, websites, and interactive learning games. The smartboards provide visual aids to develop and support conceptual understanding in all content areas, whether in English or their native language. Currently 32 iPads are used in the upper grades during Literacy period to help newcomers and long term ELLs with interventions and enrichment. 3rd through 5th grade use Achieve 3000 as an additional intervention for our ELLs. We also have dictionaries and NYSESLAT preparation books. Social Studies instructional material used is the Social Studies New York City from Houghton Mifflin Harcourt. Science instructional material comes from Foss Web, which allows for interactive learning. Our Literacy instructional material is from ReadyGen for all grades, which has ELL scaffolding in each lesson for vocabulary and comprehension development. Math instructional material, Go Math! is also from Houghton Mifflin Harcourt, which contains a scaffolding ESL strategies handbook for all classroom teachers. Go Math! is assessible through the internet and smartboard files to further interactive learning.

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

Native language support is delivered through content supplemental materials in our Transitional Bilingual classes. Bilingual textbooks, leveled readers, and workbooks are used to support our students in their native language. In our ESL classes, native support is delivered by partner pairing and translation. Also, most of our ESL teachers are bilingual so students can receive native language support through the teacher as well.

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

Teachers and our ELL supervisor make sure that all content, material, and support is age appropriate and on grade level. Each student is placed based on age in the appropriate grade and resources distributed are per grade.

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.

Our ESL parents are a very close community. Our PTA and parent coordinator provide assistance in translation and information about our school and community. We encourage parents of newcomers to read in their native language to their child and provide them with instructinal materials on how to prepare their child for the upcoming school year.

18. What language electives are offered to ELLs?

There are no language electives offered to our student population. We do have offer Transitional Bilingual classes until 3rd grade which offers instruction in English and Spanish. During the state assessments, students have the option of taking the Mathematics and Science in their native language.

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)?

N/A

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.

Throughout the year, ESL/Bilingual teachers receive numerous amounts of out of school professional development, which is then turn keyed with ESL/Bilingual team. This year, teachers are focusing on aligning content areas to common core standards and the use of technology to drive instruction. Some of the professional developments attended this year are: How to Use Achieve 3000 as intervention; new ESL coordinator, RTI for ELLs. Teachers also use EngageNY.com to obtain videos about Common Core Standards and data driven instruction. This year our goal is for each ESL/Bilingual teacher to receive three professional development courses outside of school that they will be able to turn key to all staff. The ESL/Bilingual teachers also meet once a month to discuss best practices and share effective strategies. Teachers of ELLs are also receiving in-school professional development aligned with Common Core standards twice a month. Common branch teachers are also invited to multiple workshops outside of school annually to learn more about ESL strategies. This year some common branch teachers in 3rd, 4th and 5th were invited to the Achieve 3000 session in-house.

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

Each year our ELL supervisor, with assistance from ESL teachers, hold multiple professional development sessions on how to properly identify and support ELLs in their classroom. Sessions provide teachers with ESL strategies, how enrich vocabulary, and how to effectively differentiate instruction for all learners. Every teacher attends these sessions. Attendance is taken and recorded by the ELL supervisor. Both the agendas and attendance are kept in our school PD binder each year.

This years current PD schedule is as follows:

November 21st - Danielson 1a-Demonstrating Knowledge of Content - Literacy Ms Levick

November 26th - Danielson 1a Demonstrating Knowledge of Content & 3c Engaging Students in Learning - Go Math Smartboard
K - Ms Ceglie ; 1st Ms Austin (w/ELL Strategies); 2nd Ms. Carrick; 3rd Ms Greenstein (SWD); 4th Ms. McCants (SWD); 5th Ms.

Morando

December 11th - Danielson 1d Demonstrating Knowledge of Resources - Social Studies Ms. Davis

December 19th - Danielson 3b - Questioning & Discussion - Go Math! Through the Arts - Ms. Scarlata

January 8th - Danielson 3b - Questioning & Discussion - ReadyGen - Ms. Romney

January 15th Danielson 3b - Questioning & Discussion - Go Math! Ms. Scarlata

February 5th Danielson 3c - Engaging Students in Learning - Grouping in ReadyGen - Ms. Maisonave

February 12th Danielson 3d - Using Assessment in Instruction - Math - Ms Scarlata

March, April and May schedules are in the planning stages.

Our ELL teachers will also attend outside professional developments for New ELL Coordinators, ReadyGen series - ReadyGen NYC Philosophy, Priorities and Progression for Teachers, Go Math!, Individualized Smartboard training in-house by TEQ for K through 2 teachers.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Our ELL parents are extremely active in our school community. They attend our EPIC workshops, come to our ESL and Bilingual classrooms to assist in native instruction (read alouds and sharing in cultural activities.) Our parents participate in sharing multi-cultural classroom events and holidays. Parent volunteers assist our teachers on field trips. Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education.
 2. We have a partnership with EPIC (Every Person Influences Children). EPIC provides workshops in multiple languages which address how parents can help support their children's education. There are a total of ten workshops which cover topics like: "How to use TV wisely", "How to be the best parent", and "How to ensure your child's success in school." Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education.
 3. We use our parent surveys, talk our PTA, and communicate with our Parent Coordinator to evaluate the needs of the parents. Our parental involvement activities address the needs of the parents by always offering translation services in every activity, showing parents how to best help their children become successful learners, and making parents aware of every state exam their child will take throughout the years at P.S. 47.
 4. Our parental involvement activities address the needs of our parents by providing them with resources to enhance their child's learning as well as their own language development. We provide parents with counseling on instruction needs, different programs offered, and offering continuing services to assist with informing them of their child's performance.

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.

There is no additional information at this time.

Part VI: LAP Assurances

School Name: John Randolph

School DBN: 12X047

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Thomas Guarnieri	Principal		11/12/13
Richard Peay	Assistant Principal		11/12/13
Laura Smith	Parent Coordinator		11/12/13
Melissa Austin	ESL Teacher		11/12/13
Nina Cruz	Parent		11/12/13
Daliz Vasquez/Bilingual	Teacher/Subject Area		11/12/13
	Teacher/Subject Area		
Judith Romney/Literacy	Coach		11/12/13
Joann Sgarlata/Math	Coach		11/12/13
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X047 School Name: John Randolph

Cluster: 6 Network: 608

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

Part A: Needs Assessment Findings

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

We assess our schools written translation and oral interpretation needs through our translation team surveying the community. In the beginning of the year, through our various Grade Open House parent meetings, we let all parents know that we have a translation team. At any point during upcoming parent meetings, parent/teacher conferences and/or notices going home we will provide the necessary assistance to accommodate interpretation needs. All staff members are provided information on the Translation Policy and the New York City Translation phone number, which will translate messages in any language as needed. We have a staff of three pedagogues and two paraprofessionals who edit, discuss, and work together to ensure that all parents are provided with appropriate and timely information. We collaborate closely with our PTA President and our Parent Coordinator to ensure that all parental translation needs are being addressed.

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

The major findings we discovered of our schools written translation and oral interpretation needs are since 2009 to 2012 our Hispanic student population has increased from 60% to 67%. Our Asian student population, which includes our Arabic speaking students has increased from 7% to 9%. At the beginning of year, home surveys are distributed to parents. When receiving these surveys back at the school we are able to determine and accommodate all parents with written communication in their language of preference. We communicated these findings to our school community through our Grade Open House parent meetings. Our translation team reported the survey findings to the school administration, office staff and teachers.

Part B: Strategies and Activities

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

Currently, our translation team consists of staff members with various backgrounds in Spanish, French and Arabic. Our team provides oral and written translation as needed. Staff members are paid per session on an as needed basis for their translation services. To accommodate our school community our team is tasked to translate all written documents by the next school day. This will allow our secretarial staff to save the documents on file for future references and to disseminate information to the school community in a timely fashion. Parents will receive written documents in the language they specified on their home language survey. Also, parents can also request communication in two languages. All translation services will be provided in-school and not by an outside vendor.

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

Oral interpretation services will be provided by any member of our translation team and/or the NYC translation interpretation unit depending on the necessity of the language involved. As a secondary backup we have several staff members with backgrounds in bilingual and trilingual languages. We provide oral interpretation on Parent/Teacher Conference night to all ESL classrooms. We provide oral interpretation to all parents in need when registering their children. Oral interpretation services are provided by one of our team members or available staff member to all parents in need when they come to the school for appointments and/or concerns.

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

P.S. 47 fulfills all Chancellor's regulations by never allowing a child to translate for their parents. We will always offer the services of an available team member and/or staff member to assist in verbal translations. We will make every effort to insure all informational documents (school closings, extended day programs, progress reports, report cards, etc.) disseminated to the school community are properly translated. We are consistently assessing our services to make sure our parents are having their needs addressed by keeping in close contact with the parent coordinator and the PTA president.



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 150
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 6
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Rationale: Our Extended Day Afterschool and Saturday programs will assist our English Language Learners (ELLs) for the NYSESLAT and State Assessments for Math and English Language Arts. We will be focusing their development in the areas of Speaking, Reading, Writing and Listening. Teachers will be providing instruction through Guided and Independent Reading. Students will be grouped according to their levels. Teachers will be making notations in their conferencing notes and developing plans based on the student strengths and weaknesses. Teachers will use Achieve3000 as part of their instructional focus for Guided and Independent Reading as well. Additionally, students will have the opportunity to respond to Informational Text and include an opinion in their writing projects, using evidence from the text to support their opinion. The purpose of the program is to provide additional support to our students in need of academic advancement.

Subgroups and Grade Levels of Students to be Served: Our Extended Day Afterschool and Saturday Programs will serve to prepare our newcomers, beginners and struggling Language Learners who are at risk of becoming long term ELLs. We will be targeting students with less than one year of ELL services, students who scored at the beginner (31) and intermediate (88) levels on the 2014 NYSESLAT. As well as students that have received more than 3 years of ELL services and are still struggling. Our program will consist of the following:

Extended Day Program

Grade 5 - 1 class of ELLs

Grade 4 - 1 class of ELLs

Grade 3 - 1 classes of ELLs

Total Certified ESL/Bilingual Teachers for Program: 3

Saturday Program

Grade 2 - 1 class of ELLs

Grade 1 - 1 class of ELLs

Grade K - 1 class of ELLs

Total Certified ESL/Bilingual Teachers for Program: 3

In all, there will be approximately 150 students being serviced through both programs.

Schedule and Duration: The programs will meet as follows:

Extended Day (Wed-Fri 2:20pm to 4:20pm - 2 hours) Program will begin Wednesday, November 19, 2014 and will End April 2015 for approximately 48 sessions. Saturday Program (9:00am to 12:00pm - 3 hours) Program will begin Saturday, November 22, 2014 and will End April 2015 for approximately 18 sessions. All classes will be instructed in English with Bilingual support as needed. Each class will be taught by a certified ESL/Bilingual teacher to maximize student learning and successes. The total number of 6 certified ESL/Bilingual teachers working both programs.

Types of Materials:

Students will be exposed to technology through the use of Achieve 3000, which provides real-world visual literature and leveled reading material for individual instruction. Students will develop test preparation skills through the use of NYSESLAT workbooks and Newcomers will be provided small group instruction using the Rigby Newcomer Student materials.

Part C: Professional Development

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

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

Begin description here: _____

Rationale: This year our focus is on providing more professional development opportunities for teachers in the ESL/Bilingual classrooms. Teachers will be given the opportunity to attend professional development focusing on ELLs and the Common Core. Teachers will learn how to track ELL students through AMAO tracker. We will also provide opportunities for ELL teachers to review student work and analyze monthly data.

Teachers to receive training: All ESL and Bilingual Teachers will received training on the mandated Professional Development Days within the school. Teachers of ELLs will be provided the opportunity to attend outside Professional Development through the assistance of the District OELL.

Schedule and Duration: Teachers of ELLs will meet on the mandated Professional Development Days throughout the school year. Our mandated Professional Days are every Monday.

Topics to be covered: In collaboration with the Professional Learning Team, Professional Development will be provided to teachers of ELLs throughout the school year:

November:

November 24, 2014

8:00am to 1:00pm

Topic: Guided/Independent Reading for ELLs through Achieve3000

Provider: Achieve3000 Professional Development Consultants

Teachers to receive training: Bil/ESL teachers in Grades 3, 4, and 5

December 1st, 2014

2:20pm to 3:20pm

Topic: Title III AMAO Estimator

Provider: Mr. R. Peay, ESL Coordinator

Teachers to receive training: Bil/ESL teachers in Grades K-5

December 15, 2014

2:20pm to 3:20pm

Topic: Case Study (Language Allocation Policy)

Name of Provider: Mr. R. Peay, ESL Coordinator

Teachers to receive training: Bil/ESL teachers in Grades K-5

March 9, 2014

8:00am to 1:00pm

Topic: Simple Rigor Through the 5-Step Literacy Routine

Provider: Achieve3000 Professional Development Consultants

Teachers to receive training: Bil/ESL teachers in Grades 3, 4, and 5

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: This year our goal will be to utilize our mandated Parent Outreach Day to invite parents into our school to plan and participate in school and classroom activities.

Schedule and Duration: We will meet with Parents every Tuesday throughout the school year from 2:20pm to 3:30pm.

Topics to be covered:

October:

October 27, 2014

2:30pm to 3:30pm

Topic: Teaching Sight Words

Name of Provider: Ms. Sjogren, ESL Teacher

Participants: Parents of ELLs

November:

November 18, 2014

2:30pm to 3:30pm

Topic: How to Access Achieve 3000

Name of Provider: Ms. Vasquez, Bilingual Teacher

Participants: Parents of ELLs

November 25, 2014

2:30pm to 3:30pm

Topic: How to Access Class Dojo

Name of Provider: Ms. Vasquez, Bilingual Teacher

Participants: Parents of ELLs

December:

December 9, 2014

2:30pm to 3:30pm

Topic: How to monitor Fluency and minute math tables

Name of Provider: Ms. Vasquez, Bilingual Teacher

Participants: Parents of ELLs

Saturday Parent Program: Will begin Saturday, December 6, 2014 through Saturday, January 10, 2015 for a total of 4 Sessions.

Name of Provider:

Mr. Torres, General Ed Teacher, Bilingual Translator Team Member

How Parents will be notified of these activities:

Parents will receive correspondence through official school letters, flyers, class newsletter and Monthly calendar provided by the Parent Coordinator. All correspondence will be provided in Spanish, English and other native language as needed.

Part E: Budget

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

Allocation Amount: \$ _____

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