

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **P.S. 147 ISAAC REMSEN**

**Principal:**                             **SANDRA NOYOLA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 147 Isaac Remsen School Number (DBN): 14K147  
Grades Served: Elementary Pre-K to Five  
School Address: 325 Bushwick Avenue, Brooklyn, NY 11206  
Phone Number: 718 497 0326 Fax: \_\_\_\_\_  
School Contact Person: Jahaira Falero Email Address: [jfalero@schools.nyc.gov](mailto:jfalero@schools.nyc.gov)  
Principal: Sandra Noyola  
UFT Chapter Leader: Mark Levine  
Parents' Association President: Sharon Lebron  
SLT Chairperson: Shannon Ham  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Lourdes Santiago  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 14 Superintendent: Alicja Winnicki  
Superintendent's Office Address: 215 Heyward St, Brooklyn, NY 11206  
Superintendent's Email Address: [awinnic@schools.nyc.gov](mailto:awinnic@schools.nyc.gov)  
Phone Number: 718 302 7689 Fax: 718 302 7977

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201  
Director's Email Address: [BFitzge2@schools.nyc.gov](mailto:BFitzge2@schools.nyc.gov)  
Phone Number: 347-225-5119 Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Sandra Noyola	*Principal or Designee	
Mark Levine	*UFT Chapter Leader or Designee	
Sharon Lebron	*PA/PTA President or Designated Co-President	
Laura Zummo	DC 37 Representative (staff), if applicable	
Lourdes Santiago	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yolanda Giannino	Member/	
Nadine Blackman	Member/	
Josie Healy	Member/	
Sandra Gomez	Member/	
Jennifer Grimm	Member/	
Shannon Ham	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ben Brown	Member/	
Daru Oda	Member/	
Billie Tuttle	Member/	
Brenda Rivera	Member/	
Jessica Lumpkin	Member/	
Marisol Collado	member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 147K is an elementary school located in East Williamsburg section of Brooklyn, New York. Presently, there are 297 students enrolled at our school beginning in Pre-Kindergarten through Grade 5.

The Mission of Public School 147 is to provide authentic learning experiences that foster the development of the "whole" child. By creating a child centered environment that utilizes workshop model teaching while serving and supporting individual needs and learning styles we will improve student achievement. We are committed to building a caring community of learners that work hard to excel, where the entire school community works collaboratively to ensure all its members grow as learners. The Vision of Public School 147 is to create a caring community of learners that values diversity, equity, and life-long learning. Through reflection and the sharing of ideas, teachers, parents, and staff will work collaboratively to ensure that each individual achieves his/her fullest potential. We believe individuals learn best in a nurturing environment where language, culture, and individual differences are celebrated. Through authentic learning experiences, students will become independent lifelong learners who think creatively, critically and analytically. We want to empower our students with the dispositions and abilities needed to build a better society. The school community is committed to ensuring all students achieve high levels of success by establishing clear expectations within a standards-based curriculum that strives for rigor in all aspects of teaching and learning.

Our rigorous instruction, driven by student data, and school activities are planned with the success of each child in mind in order to improve student achievement. We are a Teachers College Reading and Writing Project school. Classroom teachers work collaboratively alongside the Teachers College Staff Developers, Literacy/Math Coach, Literacy Specialist, and School Building Leaders. Teachers share best instructional practices geared towards ensuring that our students meet the expectations of the Common Core Learning Standards (CCLS). Teachers collaboratively examine the units of study in order to customize the academic materials. Teachers are identifying learning gaps and adjusting curricula and pedagogy to improve student achievement and create a supportive environment. As a collaborative community, teachers create data-informed scaffolds to support our students through small group instruction that is targeted to meet their individual needs. Our instructional program engages students with arts experiences in visual thinking strategies, music, physical education and wellness programs. Students investigate and explore Mathematics using the "Go Math" program. A key area of focus for PS147 this year is to increase academic vocabulary, so that it helps build comprehension and elaboration in both reading and writing.

Building strong family community ties is a priority for us as we know that the home/school partnership is essential for the success of our students. One example of the home/school partnership is an event held every last Wednesday of every month titled, "Parents in the Classroom." The goal of this event is to create opportunities where parents can engage in academic activities alongside the children. Other parent engagement opportunities such as the Learning Leaders Parent volunteer program, Cookshop for Families and twice per month workshops for families led by teachers are some of the opportunities that we provide to strengthen the home/school connection. Furthermore, our Parent Coordinator, Guidance Counselor, Literacy/Math Coach, and School Building Leaders host Parent Workshops on topics such as Getting to Know the Common Core, Forming Study Habits and Homework Routines, and Character Education. Classroom teachers invite families to celebrate our young writers for "Publishing Parties" and other classroom celebrations. Parent Teacher Conferences and Parent Engagement Tuesday's allow for opportunities for parents and teachers to communicate with one another and engage in important conversations about students' academic progress.

Our school recognizes that in order to meet the diverse needs of our students and families, our role should expand beyond traditional definitions of teaching and learning. We are committed to the well-being of the "whole child" and support our students through our unique Character Education Program. During weekly periods and assemblies, classes

explore topics through children's literature including: building community, being team members, showing responsibility, cooperation, self-control, telling the truth, making problems smaller, staying safe, and never giving up.

Our CEP goals are designed to help us meet the instructional needs of our students. Our collective goal is to strive towards ensuring that our students are strong readers, writers, and mathematicians and that the work in our classrooms (PreK-5) shows transference into improved outcomes on State Assessments and content area curricula. Attendance is also an area of focus for our school community with a current average of 91%. Our goal is to continue improving our attendance average by continuing to create a supportive school environment and build Strong Family-Community ties. The entire school community is invested in working together to bring our school mission to life each and every day.

Effective school leaders have empowered teachers and staff members to share best practices amongst each other in order to enhance the academic achievement for all learners through common planning, learning walks, inter-visitations, professional development, establishing professional learning communities, data talks, and individualized planning conferences .

## 14K147 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	286	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.0%	% Attendance Rate		90.6%
% Free Lunch	91.7%	% Reduced Lunch		2.6%
% Limited English Proficient	7.0%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		33.9%
% Hispanic or Latino	63.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	2.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.61
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.3%	Mathematics Performance at levels 3 & 4		22.3%
Science Performance at levels 3 & 4 (4th Grade)	94.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We continue to work towards our goal for the 2015-2016 school year, as measured by the Fountas and Pinnell Reading Benchmark Assessments of our K - 5 Grade Students, pre/post on demand writing assessments, and pre/post Go Math assessments.

Our school community recognizes that a solid literacy foundation is critical to students’ success. In order to demonstrate proficiency on the New York State tests, students need to meet grade-level reading benchmarks from Kindergarten to Fifth Grade. We have selected this as a goal so that we can continue to build on our work in this area as we improve our instructional strategies and increase parental involvement.

NYS ELA data, NYSESLAT data, and Quality Review feedback also helped inform our decision-making around establishing this goal, and creating an action plan aligned with our instructional focus. NYS ELA Data showed that the majority of our students did not meet grade level standards (Level 1 and 2). State testing data, confirmed by school level data, has shown that synthesizing information is an area of specific need for our students. In an effort to help improve student understanding we will focus on building vocabulary. If we can broaden students vocabulary they will better understand text which will lead to improved comprehension.

NYSESLAT data revealed that our ELLs had stronger results in Reading (37% proficiency) and Writing (37% proficiency) versus Listening (15% proficiency) and Speaking (19% proficiency). This data informed the crafting of our Instructional focus (see below) to grow listening in speaking skills that will also transfer to progress in reading and writing.

According to our Quality Review, we are Proficient in 1.1 and we are working on further developing our work by aligning instruction to the CCLS and consistently emphasizing higher order thinking skills across the grades for all students through project based learning.

Our instructional focus was developed in response to our State Reading Data, our NYSESLAT data, and our Quality Review Feedback. This instructional focus aligns with the goal that follows which emphasizes instruction that centers on Student Engagement in order to improve student outcomes in literacy.

Isaac Remsen (147) Elementary Instructional Focus:

We want to use evidence based text research to support arguments in discussion in all content areas, resulting in stronger critical, analytical and interpretive discussion and elaboration within our writing. This will develop our communication and collaboration skills necessary for college and career readiness.

Students will...

Make their thinking strong and visible in conversation with peers, in conferences with teachers, and in their writing by participating in higher order thinking questions and discussions to deepen their insight within the curricula areas.

Teachers will...

Strategically plan opportunities, for balancing teacher talk and student discussion. We will build student capacity through scaffolds such as language frames and clear modeling of how arguments can be strengthened with evidence by tapping into their cognitive process through higher order thinking questions and explicit teacher modeling.

Administrators and Staff Developers will empower our staff...

Study best practices and support student and adult learning. We will provide actionable feedback and opportunities for collaborative study and planning for refining environmental supports and pedagogical decisions in service of cohesive school-wide practices aligned with our instructional focus.

## Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

If we plan rigorous literacy units of study integrated with the content areas to build academic vocabulary, then students will increase their literal, inferential and critical thinking abilities within and beyond the text. By June 2016, a 5% increase will be measured by the number of students reading at or above grade level, as evidenced by the Fountas and Pinnell Running Records, teacher observations, conference notes, teacher-made assessments, and the Scantron Performance Series.

## Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
In order to reach our student achievement goal we will continue to provide rigorous instruction through the use of the Teachers College Reading and Writing Project. Within the Reading Workshop framework we will provide mini-lessons and small group instruction in varying modalities to increase understanding, engagement, and achievement. In response to specific areas of student need, we will use Response to Intervention to scaffold instruction and support their academic needs. In addition, we are implementing the use of Wilson in an effort to create greater success for struggling students, including but not limited to:	Students  SWDs  ENLs	2014-2015	Staff Developer  Literacy Specialist  Teachers

<p>English Language Learners, students with disabilities, and students performing in our lowest third. This will enable us to better address gaps in student performance leading to an increase in overall achievement.</p>			
<p>We focus our professional development on using data to drive instruction in all reading and content area workshops. This year as a school community, we are focusing on Danielson Components 3b and 3c, explicitly planning instructional outcomes that challenge student thinking and invite students to show that thinking through projects, while continuing with questioning and building a stronger academic vocabulary.</p> <p>These actions will take place during Monday PD sessions, full day professional development seminars, in weekly collaborative planning sessions, and via coaching sessions with staff developers and lead teachers. During these meeting teachers will use multiple data sources to plan instruction responsive to student needs and reflect on their practice.</p> <p>Specific professional activities will include:</p> <ol style="list-style-type: none"> <li>1. Professional development centered around elements of Danielson's components 3b and 3c.</li> <li>2. Grouping students</li> <li>3. Structure and Pacing</li> <li>4. Designing data informed, skill specific goals for English Language Learners, students with disabilities, and general education students.</li> </ol>	<p>Teachers</p>	<p>Ongoing throughout 2015-2016</p>	<p>Administration Teachers Staff Developers Literacy Specialist Data Specialist Parent Coordinator</p>
<p>Information pertaining to our literacy goal is shared with our families in a variety of ways. Families are invited to participate in "Parents in the Classroom" on the final Wednesday of each month, where they can see their children engaged in literacy practices. Curriculum Conferences, Parent Teacher Conferences, and Tuesday parent engagement/ outreach time are ideal structures for shared dialogue between families and teachers on how to support their students in reading. Teachers develop various parent workshops to share tools and resources and build a stronger home-school connection so that families can better assist their children with academic tasks at home.</p>	<p>Families</p>	<p>2014-2015</p>	<p>Teachers Parent Coordinator</p>
<p>In order to oversee these activities administrators will utilize ADVANCE to observe, provide feedback, and address next steps for teacher practice to promote student progress and performance. The Staff Developer and Literacy Specialist will facilitate weekly common planning sessions in order to maintain coherence and rigor. The Data Specialist will conduct regularly scheduled data talks as well as provide grade wide and school wide snapshots of student progress and performance. As a collaborative community we will engage in scheduled learning</p>	<p>Teachers</p>	<p>2014-2015</p>	<p>Administration Staff Developer Literacy Specialist Data Specialist</p>

walks and cycles of observations to inform future professional development opportunities.			

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. School budget allocation funded Data Specialist position to support teacher use of data. School schedule programmed to maximize opportunity for grade level common planning through aligned preparation periods. School based option used to establish 155 minutes for professional learning opportunities / data inquiry time.
2. School budget allocations funded on site staff developer to support teacher in implementing of data driven instruction. School budget allocations funded TCRWP professional development work. School schedule program to maximize opportunities for grade level common planning through aligned preparation periods. School budget allocations used to provide substitute teacher coverage for teachers attending professional development away from school site.

Instructional Resources:

Readers matched to texts

- ♣ • Demonstration and active engagement material match readers
- ♣ • Paper choice matches level of writers
- ♣ • Writing about reading materials match to readers
- ♣ • Scaffolds that are meant to be lifted (e.g. graphic organizers not whole class and not forever)
- ♣ • Read Aloud (also shared reading/close reading) that allow for practice of priority
- ♣ • Differentiated checklists/ pathways rubrics
- ♣ • Tactile resources/tools (body – using fingers or gestures to carry out strategies; manipulative

**Part 4b.** 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Our midpoint benchmark takes place in January. The impact of this work is measured via monitoring progressions in independent reading levels. Running records are administered on an ongoing basis and Reading Levels are collected and analyzed in September, November, January, March, and June.

In order to meet our June benchmarks, by January, at minimum, 70% of our students will meet or exceed grade level reading CCLS benchmarks as indicated below:

Grade teams meet and teachers analyze reading data for their classes. Teachers look at who is meeting/not meeting grade-level standards.

Teachers look for patterns and trends in the data, identifying areas of strength and challenges. They study the characteristics of the reading levels specific to students in their classes and sort data by subgroups, identifying students with IEPs, students who are English Language Learners.

Teachers look for patterns and trends specific to these subgroups and establish modifications specific to meeting the needs of these students.

Grade teams collectively establish next steps for instructional planning specific to needs of students in their grade.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

This goal was established because it is the center of our mission and vision and our belief in the importance of the school environment as the context for learning. This goal also connects to the elements of strong family-community ties and trust. From its inception, our school motto is Stay Safe + Engaged + Responsible + Respectful = Learning SUCCESS. For the past 5 years we have had strong results in our Learning Environment Surveys, always achieving a positive outcome in the areas of Safety, Respect and School Culture.

Isaac Remsen (147K) Elementary preserves the safety of our students. Our students develop meaningful relationships with educators and each other. Through these relationships, trust is established. Our students know that they have strengths and talents. These strengths are explored and identified in working with peers and educators. We celebrate strengths and find ways to grow them into other areas. We recognize from feedback on our Learning Environment Survey that teachers would like to see a greater sense of work ownership on the part of students, that we would like them to have a positive work ethic and that we foster a sense of pride in its completion.

Areas of need will be addressed through small group support and targeted instruction supported through Character Education Assemblies, use of Learning Leaders (Parent Volunteers that support staff and reinforce school behaviors/ensuring that students follow positive behaviors), and teacher support by explicit modeling for students and teachers focusing on expectations. Academically, it is important for our students to learn sympathy and empathy. We believe that it is important for our students to learn sympathy and empathy and that by doing so we will reduce the number of incidents and create a more positive tone for personal interactions within our building.

Families, too, are guaranteed an environment that promises safety, trust, and opportunities to participate based on their strengths. Parents, guardians, and family members experience safety and trust through communication with the educators of P.S 147K. These strengths translate into parents acting as active participants in our school community, volunteers in our classrooms, members of parent/staff committees, or by partnering in ensuring that homework is complete and students maintain excellent attendance at our School.

Our teachers and all members of our staff are promised an environment of safety and trust. We are a team of professionals who collaborate in order to carry out the mission and vision of P.S 147 Elementary School. Staff members are engaged in ongoing professional growth and collegiality. We celebrate the strengths of our teachers and staff members and welcome inter-visitations, so that individuals can learn from each other. Our teachers understand the power of safety, trust, and strengths and these values are at the core of each lesson in our classrooms.

A comprehensive review of OORS data/reports and the Learning Environment Survey have revealed a positive trend in our school culture. Student outcomes in our Core Values program have demonstrated a positive tone and climate in the school. This is coupled with at-risk supports for students in need or who might benefit from additional scaffolds to what is provided to all students. At risk supports are provided by our Guidance Counselor. The SLT has determined that a continued focus on the needs of students in this way will result in improved outcomes for achievement, as well as the Learning Environment results referenced in the goal.

Our School Leadership Team has opted to make this a CEP goal as it is central to our school mission and vision. Our goal is to continue to maintain a strong and close-knit school culture, as we grow as a community and decrease the amount of OORS reports by utilizing our staff to lead by example via explicit modeling focused on positive Character expectations both inside and outside of the classroom.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

If we create a tone of caring and respect throughout our school community, leveraging our Character Education Committee, our student leaders, and our parent volunteers then we will be able to reduce the number of incidents within our school building and reported on OORS by 10%.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>With this CEP goal in mind, we have broadened our Character Education Program in order to create an explicit system for conveying behavioral expectations as a cohesive, structured, positive, and inspiring school community. The P.S. 147 school community will achieve this goal by fully implementing our Core Values Character Education program.</p>	<p>Grades K-5</p>	<p>2015-2016</p>	<p>Guidance Counselor  Character Education Committee  Administration</p>

We will continue to reaffirm our dedication to our "High Five Expectations" with our morning chant.

Each month we will hold a unique character education assembly program focusing on a specific Core Value. Our Core Values are Honesty, Fairness, Caring, Kindness, Respect, Responsibility, Cooperation, Self-Control and Tolerance. Students in grades K-5 will be immersed in work supporting a deeper understanding of that core value. This assembly will also serve to recognize model students for academic achievement and perfect attendance. These model students will become the foundation for our peer mentoring Peacemakers program.

In addition, teachers and students will work together on investigations focused on social-emotional learning during Core Value activities. Our students will be exposed to children's literature related to social-emotional learning and character development to increase sympathy for and empathy with characters. Teachers will explicitly address character behaviors during teacher read-aloud and shared readings. By helping students step into a character's shoes we provide them with strategies to practice our Core Values in their personal lives. At the end of each monthly Core Value study, classes will complete a project which exemplifies that character trait. The resulting work will be shared at our monthly assembly with families, friends, and staff.

Students in need of more individualized attention as a behavioral intervention receive time with our Guidance Counselor. These sessions can be individualized or done with up to 4 students at a time. The overall goal of these sessions is to promote a positive school culture and to build positive self-esteem in students within our school community. The sessions will be held every four to six weeks with different, targeted students based on cycles of observations made by our Character Education Committee. Students who excel in this setting will be invited to participate in the Peacemaker peer mediation program.

SWDs and ELLs are particularly engaged by this modality of learning as it allows them to take part in an endeavor that does not limit their participation to only an academic format. Rather, they are also able to be creative in their expression of what they have learned about the month's character trait and are able to transfer

Staff Developer

SETSS Teacher

Literacy Specialist

Teachers

these creative experiences into all aspects of their daily lives and interactions within our school community.

Our Peacemaker peer mediation program and AAA Safety Patrol will promote student leadership. These students will oversee our annual Penny Harvest along side our parent coordinator. In addition, they will assist with Pre-K Lunchtime activities, becoming positive role models for our youngest learners. In this role, our student leaders will model the sympathy and empathy we promote school wide. Through caring and supporting one another we bolster the self-esteem and independence of all of our students with the goal of creating better citizens in mind.

To that end, our Peacemakers will afford our students the opportunity to resolve conflicts with the help of their peers by giving students the opportunity to tell their side of the story. The goal of Peacemakers is to have students solve their problems by talking it out with one another. In the end, students agree on a compromised solution by brainstorming strategies that might help everyone. Some of the reasons to use Peacemakers are:

- Students would rather talk with other children than with adults.
- Students will be independent problem solvers.
- Students will become independent and responsible participants in our global society.

In order to include families in this work, our Learning Leader parent volunteers will work alongside our Peacemakers to act as mentors and facilitators to promote responsibility and civic mindedness across the school. These two groups will work closely together during curriculum nights, open school events, and during the course of our day.

In order to insure our success we will monitor OORS reports and the occurrences of less serious lunchroom and recess incidents. In addition, they will be an ever-present aspect of our learning walks and observations, which will make consistent note of how students and teachers interact with each other during the instructional day.

By February 2016, we will have our peer mediator Peacemakers firmly in place and begin their development towards becoming student leaders. We will closely monitor OORS reports with the expectation that incidents will have been decreased by 5%.


**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common planning (Scheduling and staffing) Supplies for family events and advertisement of events Parent Coordinator, Character Education (Staffing, Scheduling) Parent Learning Leader involvement and Guidance Counselor. Classroom schedule of times for student release.											
<b>Part 4b.</b> 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will analyze OORS report results. We will use data from the survey to revise and adjust our action plan, as needed.
We will also examine Lunchroom and recess behaviors and incidents.
We will also conduct a survey during “Parents in the Classroom.” We will analyze results as an SLT and revise and adjust our action plan, as needed.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the School Quality Snapshot, research-based, effective instruction that yields high quality student work needs to take place across the curriculum to show common threads of instructional practices. Rigorous, engaging and coherent curricula aligned to the common core learning standards are practiced in our Teachers College and Go Math Programs. Although our students strive to meet these instructional expectations, we as a school community wish to increase the level of quality evident in student work across disciplines to demonstrate that students can exceed, and show transference of the knowledge across all subjects according to the Common Core Learning Standards. As a result, our SLT has elected to concentrate the collaborative efforts of our teachers on studying and implementing best practices of project based learning across the curriculum in order to further engage students in for learning, teaching to application, and assessing work products. We will engage in team meetings, inter-visitations and a protocol that is new to our school, Lesson Study, as the foundation for our work in collaboratively planning, implementing, and reflecting on our content based project lessons. We will study pedagogical practices and student outcomes via Lesson Study. Being responsive to our Quality Review, we will focus on quality indicators 1.1 and 1.2 to continue our development of Danielson’s 3B and 3C. We have selected this as a goal, so that we can continue to build on our work in this area as we improve our instructional strategies, increase parental involvement in this area, and continue to attract and retain Highly Qualified Teachers.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

If our teachers collaboratively engage in the use of IIM Research program to guide project based learning, then student achievement will improve by 5% by June 2016. Our classroom teachers will engage in weekly team meetings to increase academic knowledge, as evidenced by student work samples, teacher observations, formative, and summative assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In order to impact change we will utilize the IIM Research program. This multi-step methodology for investigation will allow students to work collaboratively to research various content area disciplines and engage in project based learning over the course of each 4-6 week until.</p> <p>Teachers will receive ongoing professional development to better plan and deliver lessons in the IIM model. Beginning in September, all teacher teams collaboratively selected topics for inquiry projects based on the NYC Scope and Sequence for their targeted content area.</p> <p>Teams have weekly planning session time dedicated to this work. Grade teams collaboratively plan a Social Studies lesson with the team's content inquiry work in mind. IIm model lessons will be observed by the Staff Developer and Literacy Specialist to establish best practices. Inter-visitations will occur based on those observations, so that teachers can share, observe, and provide collegial feedback.</p> <p>In order to oversee these activities administrators will utilize ADVANCE to observe, provide feedback, and address next steps for teacher practice to promote student progress and performance. The Staff Developer and Literacy Specialist will facilitate weekly common planning sessions in order to maintain coherence and rigor. As a collaborative community we will engage in scheduled learning walks and cycles of observations to inform future professional development opportunities.</p>	<p>Grades K-5</p>	<p>2015-2016</p>	<p>Administration</p> <p>Classroom Teachers</p> <p>SETSS teacher</p> <p>Staff Developer</p> <p>Literacy Specialist</p>
<p>Traditional learning opportunities often leave SWDs and ELLs without a significant depth of knowledge in any one particular area. As a result, there is a marked decrease in the quality and quantity of higher order questions they ask, as well as their ability</p>	<p>SWD &amp; ELL Students</p>	<p>2015-2016</p>	<p>SETTS Teacher</p> <p>ENL Teacher</p>

to answer questions that require higher order thinking strategies. IIM will allow these students an opportunity to investigate, explore, and question topics they encounter across the curriculum. Knowledge becomes more accessible as they build their schema and vocabulary via project-based learning activities. This type of experiential learning allows SWDs and ELLs to recall, envision, transfer, apply and synthesize information they acquire through a variety of modalities.			
Parents will be invited to assist their child in the completion of certain aspects of the IIM Program. Information sessions will be held to model for parents exactly how they can support their child in compiling research, organizing information, and providing positive supports for their young learners.	Parents, Teachers, Students	2015-2016	Classroom Teachers Parent Coordinator Staff Developer Literacy Specialist

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Literacy Specialist and Staff Developer, and Lead Teacher common planning time. Low-Inference Form Templates, Protocol Forms, IIM Manual, SS and Science Scope and Sequence, Depth of Knowledge Wheel and Rubrics for the project based assessments. Technology Lab, Social Studies Lab, Field Trips, Hydroponic Lab and Teaching Guides. We will work with consultants from the Brooklyn Historical Society to model exploration based lessons and provide students with opportunities to engage in hands on learning with primary and secondary sources.										
<b>Part 4b.</b> 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 SWP	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 16, 2016 to be on track to meet our goal all teams will need to have engaged in at least two cycles of Lesson Study.
We will assess the impact of this team collaboration via our Mid-Year Survey, and also at our PD and common Planning sessions.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After receiving a "Well Developed" on the 2014-2015 School Quality Review for "Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations" we began to examine our ATS reports in regard to student attendance. For the 2014-2015 School Year average student attendance was 91%. Committing to increasing this number, we began to look at attendance more closely, with an eye towards creating an environment more conducive to student engagement to raise not only attendance rates but student achievement as well.

In response to our rating of "Proficient" in "Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards" we are striving to achieve excellence in creating an engaging and supportive environment. We believe that increasing student engagement will directly correlate to student attendance.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

If we can increase average student attendance in the 1015-2016 school year to 95% or better then students will make greater progress and increase their overall performance on school based, city-wide, and state exams.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Action Plan (Effective School Leadership)</p> <p>A. More collaboration when planning and presenting in-service professional development.</p> <p>B. Create an established protocol and expectations for turn keying information from off-site Professional development.</p> <p>C. Outside professional development materials located in a central area for teachers best practices.</p> <p>D. Use a strength based model to identify and track student exemplary Pre-K/K students through their tenure in order to observe attendance trends.</p>	<p>Teachers</p>	<p>2015-2016</p>	<p>Administration</p> <p>Teachers</p> <p>Staff Developer</p> <p>Literacy Specialist</p>
<p>E. Increasing automated calls/emails/texts</p> <p>F. Parent engagement workshops on attendance and its direct link to improved student learning outcomes, as well as improved social and emotional development..</p> <p>G. Weekly incentives for attendance for both students and parents.</p> <p>H. Monthly acknowledgements for students and parents with 95% and above</p> <p>I. Charts/Graphs in common school area as a visual aid for students and parents to celebrate their attendance successes.</p>	<p>Students</p> <p>Families</p>	<p>2015-2016</p>	<p>Parent Coordinator</p> <p>School Support Staff</p> <p>Guidance Counselor</p> <p>Teachers</p>
<p>While acknowledging the special needs of SWDs and ENLs, school administration continues to provide clear expectations regarding student punctuality and attendance which remain consistent regardless of the classification of the student.</p>	<p>Students, SWD, and ENL</p>	<p>2015-2016</p>	<p>SETTS Teacher</p> <p>ENL Teacher</p> <p>Guidance Counselor</p>
<p>In order to encourage student ownership of their attendance record, a visual representation will be displayed in a central location in the school building. For SWDs and ENLs, this graphic reminder can be a powerful reinforcement of the importance of coming to school daily and on time. It also fosters a sense of pride</p>	<p>Students</p> <p>Families</p>	<p>2015-2016</p>	<p>PS 147 School Community</p>

and independence, as students see their collective and personal growth.			
We will recognize the efforts of families to improve their child's attendance average. We will create a wall of honor, to recognize those families who continually support our efforts by maintaining 100% attendance. In addition, we will have monthly attendance award assemblies.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Low inference Observation Templates, Teacher Survey, ATS data, Incentives, P.D Binders, Protocol Binders, Charting/Graphing materials.											
<b>Part 4b.</b> 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monitoring:  A. A.T.S  B. Low-inference observation/Inter-visitation templates  C. Minutes from attendance team meetings  D. Data will be analyzed at the end of each marking period with an expected gain of 1% by November, 3% by March, and 4% by June.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Isaac Remsen (147) School has demonstrated a “Well Developed” in the area of establishing a culture for learning, as identified in component 3.4 of the 2014-2015 School Quality Review. The reviewer observed that P.S 147 establishes a culture for learning that communicates high expectations for staff, students, and families and provides supports to achieve those expectations. In addition, on the 2014-2015 School Survey Report, 91% of parents believe that our Principal promotes family and community involvement in the school and 93% believe that teachers work closely with families to address student needs. Yet, our overall rating on the School Survey Report for Strong Family-Community Ties was our lowest rated area at 89%.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

If we increase parental involvement for the 2015-2016 school year by 10% as compared to last year's attendance from parent workshops and other school events, then we will create a stronger home-school connection, increasing student achievement and strengthening our entire school community.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>In an effort to provide greater opportunities for families to take part in their child's learning each month we will offer a variety of</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Administration</p>

<p>parent workshops. These parent workshops are offered to inform and educate our parents on an assortment of issues. The following are some of the parent workshops offered: Safety Workshop, Healthy Cooking, Book Clubs, Addressing Challenging Behaviors at Home, Study Skills and Homework Routines, Communicating with your Child, and How to motivate your Child, understanding CCLS Standards.</p> <p>Most of the parent workshops are offered during the school day. There are some that are offered after-school to address the needs of working parents. Parents are informed through a plethora of communications of these workshops. For example, phone calls, monthly calendars, newsletters, reminders and posters.</p> <p>As part of our school culture, we believe in not only educating the child but educating the family on best practices. Because of this, we invite our families to “Parents in the Classroom” on the last Wednesday of each month. During this time, teachers and parents have the opportunity to collaborate on best teaching practices for his/her child. Parents can take full advantage of learning skills and strategies to help assist/teach his/her child at home. It also provides regular opportunities to address student attendance.</p> <p>In addition, we will Increased outreach efforts in anticipation of PTC beginning a month in advance. We begin by communicating to our parents through fliers sent home, posters posted on our main entrance and dismissal doors, phone calls home, monthly calendars, school website and regular face-to-face reminders. For last minute reminders, the teachers also call the night before and/or the morning of PTC to confirm the appointment and make any changes as needed.</p> <p>Teachers will maintain contact with families throughout the year by sending home reminders and distributing grade-wide newsletters. Those newsletters will convey the importance of regular attendance and how crucial it is to a student's understanding of the content being taught each month.</p>			<p>Parent Coordinator</p> <p>Teachers</p> <p>Guidance Counselor</p> <p>School Support Staff</p>
<p>One area of growth is from our parents who have a student with special needs. We have noticed that parents of our students with disabilities are less likely to attend an event due to transportation. To target these parents, we need to further the communication on consistent bases for the parents to understand the importance of their presence during a Wednesday. We will extend further communication to our parents by having their students create special invitations to their classes Wednesday activities, requesting parents to mark his/her calendar for specific Family event to attend, and calling parents the day before as a reminder.</p>	<p>Parents of SWDs</p>	<p>2015-2016</p>	<p>Teachers of Students With Disabilities</p> <p>Guidance Counselor</p> <p>Parent Coordinator</p> <p>School Support Staff</p>
<p>At PS 147, we take full advantage of our parent outreach time on Tuesday from 2:20-3:40pm. During this time, teachers are holding meetings with parents in their classrooms or contacting parents</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator</p> <p>Teachers</p>

<p>over the telephone. These discussions include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Updating parents on their child’s progress in the class</li> <li>2. Educating and modeling our curriculum parents</li> <li>3. Providing models for helping their child at home</li> <li>4. Collaborating on ideas for and organizing Parents in the Classroom events.</li> </ol> <p>Teachers document how they use their parent outreach time. The teachers state who they met/spoke with and what the nature of the conversation was.</p>			
<p>Leveraging our Parent Learning Leaders and parent members of our SLT we will continue to explore opportunities for parent lead activities. In the past, these groups have been an integral part of parent book clubs, assisting teachers throughout the school day, volunteering in classrooms and our cafeteria, and participating in various clubs and after school activities. Through their continued support, participation, and word of mouth we hope to enlist the aid of more families in creating a stronger school community and more effective environment for all.</p>	<p>Learning Leaders</p> <p>SLT</p> <p>Parents</p>	<p>2015-2016</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>SLT Members</p>
<p>In order to monitor participation we will analyze sign in sheets from all school events. Increasing our awareness of which events are more successful will allow teachers to design experiences more valuable to families. We will also survey our families to give them a greater voice in the types of workshops we provide.</p>	<p>Parents</p>	<p>2015-2016</p>	<p>Parent Coordinator</p> <p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>PTA Agendas, Parent Coordinator, Classroom Teachers, Planned Events, Parent in the Classroom Rosters, book Clubs and Parent workshop sign-in sheets, reflection tools, surveys.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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In an effort to foster a positive, supportive learning environment and strengthen our community ties to increase student achievement we would like to see a 5% increase in family participation as measured by sign in sheets from school events. As such, we set a target for parents to attend at least four school events in activities in the learning community that allow the high expectations of the school to be communicated throughout with the intention of ensuring a shared vision with staff, families, and students on how to improve student outcomes in literacy, mathematics and improved student attendance.

Throughout the year, teachers use the following protocols to normalize our communication with individual families. We will begin by reaching out to each parent through phone calls. The teachers work with the parent to give them the opportunity to choose what time best fits their schedule for the meeting. After a time has been mutually agreed upon, the teacher sends home at least two written reminders, as well as face-to-face reminders of the appointment. When the parents enter the school on PTCs, they are greeted in our Main Lobby by our Parent Coordinator, Principal and Assistant Principal who have a master appointment schedule at their fingertips to assist parents with appointment times and room numbers. Parents sign in. At the end of the evening, teachers hand-in their parent sign-in sheet to the School Building Leaders. For parents who could not attend the scheduled PTCs, teachers continue to reach out to these parents to arrange for a future appointment. Teachers schedule appointments during mutually convenient times during preparatory periods, before school, after school, or during our Tuesday Parent Outreach time. Teachers then submit a PTC non-attendance form to the Assistant Principal who then consolidates the information and shares it with the Parent Coordinator for further outreach, if needed.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	Running Record benchmarks.  I.E.P.  Inquiry  State Exam	Reading Rescue  Great Leaps  Wilson Foundation  TCRWP  Guided Reading  Strategy Lessons  F&P Running Records	Pull-out  Small Group  One on One Sessions	Service is provided during the school day.
<b>Mathematics</b>	Go Math! Chapter test performance  I.E.P.  Inquiry  State Exam  IXL	Direct explicit instruction by teachers, SETTS, and Cluster	Small Group  One on One Sessions	Service is provided during the school day.
<b>Science</b>	Assessment by classroom teachers	Integrated into ELA	Small group  One on One	Service provided during the school day.
<b>Social Studies</b>	Assessment by Classroom teachers	Integrated into ELA	Small Group  One on One	Service provided during the school day.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from classroom teachers and PPT	Career Day  Read Aloud  Inter-visitations  Behavior Modifications that can be used at home and at school	Small Group  One on One	Service provided during the school day.



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.
<p>We convene with our PS 147 Cabinet Committee for hiring. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.</p> <p>The Committee members collaborate based on their resume information and their instructional beliefs on how students learn best. The candidates who demonstrate a commitment and passion for children, teaching and learning are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome from staff and a professional development survey, so we can gain additional insight on that new hired individual. This survey invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one and with their grade level colleague and staff developer to study the curriculum maps and Units of Study for their grade/program, and to review the Employee Handbook.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development. Teachers also receive feedback on their practice from peers and School Building Leaders. For the past three years, we have had support from Teachers College Staff Developers and On-site Staff Developer to model, debrief on our classroom practices, plan lessons and units of study.</p> <p>New and returning teachers are supported in a variety of ways. All new teachers are matched to one of our lead teachers as a mentor. Partners meet for weekly meetings that support best practices. New teachers also are mentored by grade leaders, Literacy Specialist and the Staff Developer. Our teachers also take advantage of learning from their peers, conducting inter-visitations over the course of the year to observe best practices taking place in our classrooms. We also send our teachers to Teachers College for additional workshops to help improve and gain insight</p>

within their teaching styles. The teachers who attend the calendar days and conference day turn-key the information to the staff in a vertical and horizontal planning format during our professional 80 minute times on Monday and 40 minutes on Tuesdays.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

Our Parent Coordinator and teachers visit local preschool programs to share information about our school. Then, families are invited to our school for Open House tours. Families are invited for an orientation to ensure that home and school are connected in supporting the social-emotional and academic needs of transitioning Kindergarten students. In June, registered students are invited to come in and meet some of our teachers and to take part in a preliminary assessment of academic performance. All of these structures have been established to help all of our families' transition as new members of our school community and ensure that families are welcomed as active partners in education process. Meetings are facilitated by Social Workers and Teachers...

- Pre-K orientation for Incoming Parents June/August
- Pre-K Open House/Tours/Collaboration with CBO's
- Pre-K to Kindergarten transition workshops (May/June)
- In-Class Orientation per-class
- Staggered Schedule first week for social and emotional adjustments for children and their families
- Monthly Parent Activities
- Transition Workshops by Ms. Ham

- Inter-visitations from pre-k – kindergarten
- Visits from Ms. Ham assessing the Readiness of moving up to kindergarten
- Special Moving up to Kindergarten Lessons/Read Aloud Materials
- Progress/Parent Teacher Conference

**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.

At PS147 teachers are involved in decisions regarding assessment in several key ways. First, they are involved in MOSL selection through our MOSL Committee. Secondly, when teachers collaboratively felt that Fountas and Pinnel Running Records were not yielding enough usable data they elected to add the Scantron Performance Series to the 2015-2016 school assessment calendar. Grade level teams collaborate to provide meaningful formative assessment based on extended response questions.

Professional development regarding the use of assessment results to improve instruction is provided during Monday Professional Learning time. Workshops are strategically designed around how to look at test results from an item analysis point of view to inform instruction. Our school data specialist provides digital tools and training to help teachers more quickly collect data, analyze data, and spot trends across classrooms, grades and the entire school. Based on cycles of observations and walk throughs, areas of need will be determined. We will grow capacity by empowering our teachers to share their best practices and act as models for inter-visitations.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	220,968.00		
Title II, Part A	Federal	82,595.00		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,688,666.00		

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS147**, 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. PS147 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

**[School name]**, 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 on assessments.

#### **I. School Responsibilities:**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>147</b>
School Name <b>The Isaac Remsen School</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Sandra Noyola</b>	Assistant Principal <b>Eliza Figueroa</b>
Coach <b>Mark Levine</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Thomas Kwai</b>	School Counselor <b>Joyann Reid</b>
Teacher/Subject Area <b>Nadine Blackman/SETSS/IEP</b>	Parent <b>Sharon Caraballo</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Lourdes Santiago</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>285</b>	Total number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): <b>Japanese</b>
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	3													0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	25	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	3									0
<b>ENL</b>	14			8		2				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	3	14																	0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>3</u>	Number of students who speak three or more languages: <u>1</u>

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	3													0
<b>Emerging</b> (Low Intermediate)		4	1		1	2								0
<b>Transitioning</b> (High Intermediate)	1	1	1											0
<b>Expanding</b> (Advanced)		3	4	1	1	2								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			0
5	1	3			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	2								0
5	3		1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4							4		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - Literacy skills of all ELLs are assessed through state tests such as the NYSESLAT, ELA exams, and the Fountas and Pinnell Benchmark System. An analysis of data from the NYSESLAT is made. ELA data show that four out of six ELLs performed at Level 2. Two out of six students performed at Level 1. As a result, small group instruction for these students is targeted with an emphasis on academic and content specific language. Fountas and Pinnell running records are administered twice yearly.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
  - NYSITELL results have resulted in entitlement for seven students, thus far, this school year.
    - The results reveal that three students tested in Kindergarten are functioning at the Entering level of English Language acquisition.
    - The results reveal that one student tested in Kindergarten is functioning at the Transitioning level of English Language acquisition.
 The NYSESLAT data reveals the following:
    - The overall results reveal that three out of eight students tested in first grade are functioning at the Expanding level, one out of eight students is functioning at the Transitional level, and 4 students out of eight are functioning at the Emerging level.
    - The overall results reveal that four out of six students tested in second grade are functioning at the Expanding level, one out of six students is functioning at the Transitioning level, and one out of six students in functioning at the Emerging level.
    - The overall results reveal that one student tested in third grade is functioning at the Expanding level.
    - The overall results reveal that one out of two students tested in fourth grade is functioning at the Expanding level.
    - The overall results reveal that one student out of two tested in fourth grade is functioning at the Emerging level.
    - The overall results reveal that two out of four students tested in fifth grade are functioning at the Expanding level.
    - The overall results reveal that two out of four students tested in fifth grade are functioning at the Emerging level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. The AMAO 1 status is not available at this time. The AMAO 2 target for 2015-16 is 15.60% with a difference of -10.84% (percentage points) between the target and out target status. Our school does not meet AMAO 2. Our school uses the Annual Achievement Objectives to impact instructional decisions regarding areas of focus specific to ELLs. The majority of our ELLs are functioning at the Expanding level and are working to move to meet proficiency. The students who are at the transitional level of proficiency in reading and writing will receive additional tier 2 academic intervention. The students who are at the Emerging level of proficiency in reading and writing will receive additional tier 2 academic intervention.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4. The ESL teacher and Assistant Principal conduct a thorough data analysis of all NYSESLAT data. The overall result of the NYSESLAT 2014 Listening and Speaking component indicates that Speaking still remains the highest performing aggregate throughout the ELL 1-5 population. Writing continues to be the least performing aggregate throughout the ELL 1-5 population. Students at PS 147 are primarily second generation and as a result, our ELLs are not literate in their native language. Therefore students do not take tests in their native language based on Spanish LAB-R results. Native Language tests have been ordered and are available to those students who may require one.

b. The school leadership team, the instructional cabinet and pedagogues utilize results from periodic and ELA assessments to determine next instructional steps for students.

c. Periodic assessments are taken from Schoolnet, through which teachers can customize assessments for specific literacy skills. An analysis of the last periodic assessment administered in late January/February 2015 revealed ELLs continue to struggle with word meaning and vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?

The school has implemented a variety of instructional approaches and methods to enrich second language development for ELLs. In ESL instruction, it is essential to make content areas comprehensible for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL teachers also promote a print-rich environment, family involvement, and an appreciation of cultural diversity. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. Teachers also promote a "buddy system" in the classroom.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

7. English-proficient students are assessed in the target language by teacher-made assessments. The level of language proficiency in the target language for EPs varies from entering to emerging. The EPs have not taken State assessments because they are on the Kindergarten level. Data from baseline assessments for the current school year are forthcoming.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

**Step 1: Administer the Home Language Identification Survey**

The ELL Coordinator administers the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures.

The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS. Over-the-phone interpretation services are utilized through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. The Parent Coordinator serves as Spanish translator for interviews. The ELL Coordinator conducts interviews in English only and is not proficient in any other languages. The ELL coordinator completes the HLIS with the parent and ensure timely entry of this information into the designated ATS screens (e.g., QADM). The completed HLIS forms are placed in the student’s cumulative file and remain a part of the student’s permanent record. If the student’s home language is English, the ELL Identification Process terminates at this step.

**Step 2: Determination of NYSITELL Eligibility**

For students whose home language is not English, the ELL Coordinator administers a more in-depth interview with the student, reviews his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step. If the student is eligible to take the NYSITELL, the ELL Coordinator prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment. If the student’s home language is Spanish, the Spanish LAB is administered to the child.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 school days from initial enrollment, the ELL Coordinator makes an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the ELL Coordinator proceeds with the SIFE Identification Process for students who are newly identified ELLs, and in grades 3 to 5, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. The ELL Coordinator administers the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ELL Coordinator administers the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The following procedures must be used for initial entry into DOE schools or reentry after 2 years. The LPT in our school is comprised of

- the Assistant Principal, serving as the school administrator
- the ELL Coordinator
- the IEP Teacher
- The student’s parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student’s English language development, including, but not limited to the following:

The result of the intake interview;

The student’s history of language use in the school and home or community;

The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language;

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal accepts or rejects this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision, which is delivered within 10 days. Additionally, the parent or guardian is notified within 3 school days of the decision in the parent's/guardian's preferred language.

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, the ELL Coordinator informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language):

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Notices are issued to all parents that they have the right to appeal ELL status within 45 days of enrollment. The Parent Coordinator also calls the parents to inform them of their right to appeal. A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Mr. Thomas Kwai, a certified ESL teacher, conducts the Parent Orientation with Ms. Lourdes Santiago, the Parent Coordinator. Invitations to the Parent Orientation meetings are sent home one to two weeks prior to the meetings. A second invitation is sent three to four days prior to the meetings. Parent Surveys and Program Selection Forms are distributed and explained at the Parent Orientation meetings and one-on-one meetings with parents. At the Parent Orientation, the Parent Coordinator serves as Spanish translator. Over-the-phone interpretation services are utilized through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Translated brochures are distributed detailing all three program choices available in New York State: Transitional Bilingual Education (TBE), Dual Language, and Freestanding ESL. A DVD is shown in parents' native language. If more than one native language is spoken by parents, the school provides alternate meeting times and multiple opportunities to view the DVD in individual native languages. Mr. Kwai, the ESL teacher explains the three program choices. Parents are made aware of the three programs available to them in New York City – Transitional Bilingual Education, Dual Language, and English as a Second Language. Though our school only has an ESL program, we never try to sway parents to choose a specific ELL program. In fact, we encourage them to explore the three programs. We inform parents that if the school reaches the warranted number of students (15) in at least two contiguous grades speaking in the same language, a bilingual program will form in the school. If parents do not return the survey and selection forms, a bilingual program is the default placement. Informational and question-and-answer sessions follow the DVD viewing in order to ensure parents understand all information received. Appointments for one-on-one meetings/presentations and phone conversations are arranged with parents who are unable to attend the scheduled orientations. Informational packets are also sent home to those parents. Translated versions of these documents are available in English and nine other languages.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Orientations culminate with the distribution and explanation of Parent Surveys and Program Selection Forms. Translated versions of these documents are available in English and nine other languages. Parents are made aware of the three programs available to them in New York City – Transitional Bilingual Education, Dual Language, and English as a Second Language. Once parents have completed the Parent Surveys and Program Selection Forms, all surveys and forms are collected at the close of the meetings and maintained by the ESL teacher. Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ESL Teacher and the Parent Coordinator. One-on-one meetings are arranged that accommodate parents' schedules. Parents' choices are always honored.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parents who have not completed the Parent Surveys and Program Selection Forms are contacted by phone by the ESL Teacher and the Parent Coordinator. One-on-one meetings are arranged that accommodate parents' schedules. Parents' choices are always honored. The ESL teacher is responsible for updating the ELPC screen in ATS within 20 days.
9. Describe how your school ensures that placement parent notification letters are distributed. Continued Entitlement letters are sent home to parents of these students and returned to school with parent signatures. Once all newly enrolled ELLs have been identified through the HLIS process and LAB-R evaluation, Entitlement letters are sent home to parents of all newly enrolled ELLs and returned to school with parent signatures. Classroom teachers collect all Entitlement Letters and Continued Entitlement letters and submit them to the ESL teacher. If letters are not returned, the Parent Coordinator reaches out to those parents who haven't returned them, addresses any questions or concerns they may have and/or places them in direct contact with the ESL teacher if questions are specific to instruction. All letters are kept on file in the ESL teacher's classroom. Logs and notes of all interactions are kept on file with the Parent Coordinator. Parents are notified of NYSESLAT results and their children's ESL status via parent letters in English and Spanish. Non-Entitlement letters are sent to all students who score at or above proficiency on the NYSITELL
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All letters are kept on file in the ESL teacher's classroom. Logs and notes of all interactions are kept on file with the Parent Coordinator. All ELL-related documents are kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, the ELL Coordinator maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.  
Critical ELL documents include the following:
  - Dated and signed copies of each student's o Home Language Identification Survey
  - o Parent Survey and Selection Form
  - o Program Placement Letter
  - o Entitlement letter (newly identified ELLs)
  - o Continued entitlement letter (continuing ELLs)
  - o Non entitlement letter
  - o Language Proficiency Team NYSITELL Determination Form
11. 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.  
**Step 1: Identify Eligible Students**  
The ELL Coordinator prints out the RLER report from ATS for a list of NYSESLAT-eligible students. The ELL Coordinator identifies any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. Upon receipt of your NYSESLAT materials, the ELL Coordinator counts the number of booklets and answer documents. A week prior to the exams, reminder notices are sent home to re-notify parents of the upcoming exam dates.  
  
**Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion**  
To administer the speaking subtest during the administration window, a number of staff is trained and the school schedule is adjusted as necessary to ensure that the staff members are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window. To administer the reading, listening, and writing subtests during the 10-day administration window, a number of staff is assigned and the school schedule is adjusted as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.  
  
The ELL Coordinator tracks completion and ensures students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. Phone calls are placed to parents if children are absent during any section of the NYSESLAT. Children who are absent are afforded the chance to take the missed tests on assigned make-up test dates.  
  
**Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested**  
The ELL Coordinator follows up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ATS report, RLAT, is used to determine which students will continue to receive ESL services. Continued entitlement and transitional support parent notification letters are distributed in the beginning of the year. Letters are sent home with students. Copies of the letters are stored in the students' cumulative files. The Parent Coordinator follows up with phone calls to parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Upon review of the Parent Survey and Program Selection data, 100% of our parents opt to have their children participate in the freestanding ESL program. Our data is compiled, analyzed and filed by the ESL teacher. The program model, a freestanding ESL program, is directly aligned with parent requests. Parents are cognizant of their right to request TBE and DL programs and understand that we must, either, provide the program or support them as they find the program at another school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.
    1. ELLs are heterogeneously grouped across grade bands and participate in a pullout ESL instructional model.
      - a. Students, inclusive of ELLs, who are experiencing difficulty in meeting the standards in Literacy receive Academic Intervention. These services are provided in small groups and students are pulled out receiving instruction through the utilization of programs such as Words Their Way and the Wilson Reading System.
      - b. Ungraded and heterogeneous models are utilized at PS 147. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students and/or the ESL teacher at various levels of proficiency. Activities are differentiated based on appropriate expectations for each child.
    - b. TBE program. *If applicable.*
    - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 

Our school ensures the mandated number of instructional minutes are provided to all ELLs by adhering to the following:

Beginner/Entering students receive 360 total minutes of of ENL, consisting of 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA.

Low Intermediate/Emerging students receive 360 total minutes of of ENL, consisting of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes of standalone or integrated ENL (with ELA or any other content area).

Intermediate/Transitioning students receive 180 total minutes of of ENL, consisting of 0 minutes of standalone ENL, 90 minutes of integrated ENL/ELA, and 90 minutes of standalone or integrated ENL (with ELA or any other content area).

Advanced/Expanding students receive 180 total minutes of ENL, consisting of 180 minutes of integrated ENL/ELA or other content area.

Proficient/Commanding students receive 90 total minutes of ENL, consisting of 90 minutes of integrated ENL/ELA or other content area.
3. Describe how core content is delivered in each program model. 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.
 

When students are pulled out for small group or individualized instruction, content specific vocabulary is explicitly taught, as well, as strategies for figuring out the meaning of unfamiliar words. Our program utilizes realia, engages students in specific

vocabulary activities incorporating the various learning styles, focuses on non-fiction and incorporates a literacy skill of the week. This makes content comprehensible for ELLs and creates entry points for them to make sense of what is being taught. High interest, low level texts are also utilized to support students when grade level text may be incomprehensible due to lack of language. Reading websites, technological supports, i.e. smartboards, laptops, desktops support this initiative.

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

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

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

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, teacher-made diagnostic assessments are given at the beginning of the year. Formative assessments are administered frequently throughout the year. Formative assessments include end-of-unit tests in Foundations and the Wilson Reading System. Formative assessments include wordlist reading charts and word/sentence dictation exercises within the programs.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

In order to ensure the student's academic progress has not been adversely affected by the re-identification, the school reviews all documents related to the initial or reentry identification process. The school reviews the student's work in English and in the home language. The school consults with parent or guardian. The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

8. 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?

Chart

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

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

All pedagogues working with ELL-SWDs plan collaboratively, inclusive of the classroom teacher and the SETSS teacher.

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

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

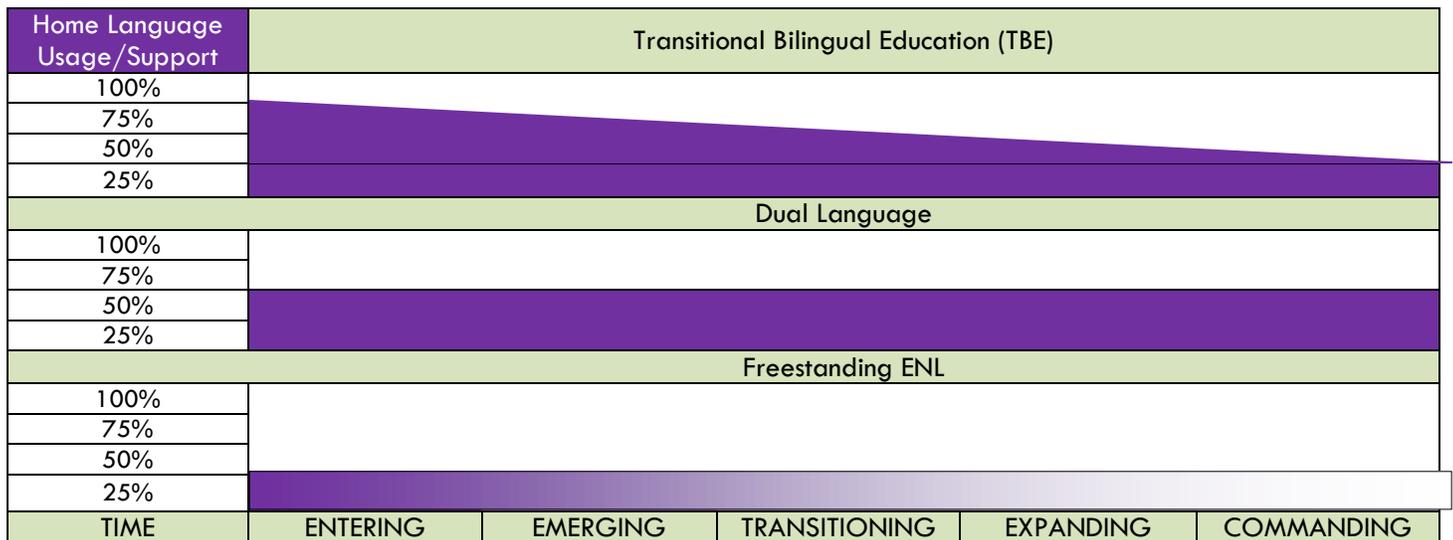


\*: Chart “r approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression receive Academic Intervention Services in English Language Arts and Mathematics. These services are provided on a small group pull-out basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Each student's strengths and areas of improvement are collaboratively viewed by the classroom teacher, ESL teacher, and the supervising administrator in order to determine the students' level of service and instructional support. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and instructional cabinet. They are given direct service if necessary. Targeted interventions in Social Studies instruction are provided in English by the ESL teacher to those students reading below grade level. Research based scaffolding strategies such as the utilization of cognates, summarizing textbooks using words more conducive to students' book levels, and incorporating activities in which students must demonstrate their understanding of a concept (e.g., debating a topic or creating a tableau). Visual aids are used to introduce topics/units of study such as teacher made powerpoint presentations and engaging smartboard activities. These strategies aid in making content-specific vocabulary more comprehensible for students. Targeted interventions in Science instruction are also provided by the ESL teacher and classroom teachers. All teachers utilize the Scientific Investigative Method to deliver all science lessons. Students participate in hands-on experiments in alignment with the NYS Science Scope and Sequence. Bilingual glossaries are available for students. The incorporation of cognates supports the introduction of Native Language Academic vocabulary prior to the introduction of any unit of study. ELLs performing at the beginner level on the language continuum are sometimes paired with intermediate or advanced ELLs while conducting hands-on experiments to support reading directions and recording findings. This initiative targets all four language modalities. Professional development for all teachers has addressed effectively facilitating accountable talk conversations while simultaneously incorporating language scaffolds ensuring all students, inclusive of ELLs, engage in content-specific conversations.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The school has implemented a variety of instructional approaches and methods to enrich second language development for ELLs and to make content areas comprehensible for ELLs. Overall, a sheltered instruction approach is taken, which includes scaffolding techniques. Pertinent strategies include modeling, using visuals, manipulatives, graphic organizers, technology, audio books, read-alouds, questioning techniques, teaching key words, frequent checks for comprehension, and previewing and reviewing key skills, concepts, and processes. ESL teachers also promote a print-rich environment, family involvement, and an appreciation of cultural diversity. ESL teachers ensure that literature and content materials are appropriate and adapted to students' ability levels. Remedial materials may be utilized so that the ELLs can catch up to grade level. Teachers adjust their rate of speech to enhance comprehension. English study is intensive and incorporates both social and academic language. Teachers also promote a "buddy system" in the classroom.
12. What new programs or improvements will be considered for the upcoming school year?

This year PS 147 is using GO MATH, a math curriculum adhering to Singapore Math principles aligned to the Common Core Learning Standards (CCLS). This program was identified after researching a plethora of math curriculums. This comprehensive curriculum incorporates daily scaffolding strategies to support ELLs and students performing below grade level. Focusing on Kindergarten and 1st grades this year, the classroom teachers meet with the instructional cabinet to discuss the progress of implementation and instructional next steps.
13. What programs/services for ELLs will be discontinued and why?

There are no programs/services for ELLs being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all programs. We partner with various arts organizations such as STREB, Nurture Art and City Lore. These programs expose students to specific NY landmarks, cultural institutions, African dance, drama and the visual arts. Due to budgetary constraints, after school programs haven't been offered this school year. We are, however, planning to launch a ELA and Mathematics test preparation after school program for all students placing special emphasis on ELLs and students in need of Academic Support. We currently do not offer Title III programs as we do not have enough ELLs to qualify as a sub group. ELLs, however, participate in all of our programs and residencies such as our Enrichment program focused on the research based Independent Investigation Method, STREB, Nurture Art, City Lore, and Music in the Brain.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

Currently no language electives are offered at PS 147.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

  - Intervistation opportunities to visit various ESL programs within the school district to view best practices in action.
  - Workshops offered by the NYC DOE DELLSS
  - Common planning during which the ESL teacher confers about best practices with other teachers of ELLs
  - Teacher training provided by Teachers College.
  - Any other available professional development opportunities

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

The Assistant Principal participates in monthly workshops in which current research based instructional trends are shared specific to the Citywide Instructional Expectations. Several paraprofessionals have received training in Reading Rescue, an intervention program focused on building phonemic awareness to aid our beginner ELLs. The SETSS teacher and classroom teachers receive on-going professional development to support ELLs provided by the Instructional Cabinet. The Principal receives on going professional development at monthly Principal meetings. The Parent Coordinator participated in a citywide training which addressed improving parental involvement. This workshop has enabled the parent coordinator to engage more of our Ell parents as well as others. PS 147 has structured an Assessment/Professional Development schedule so that teachers participate in common planning on a weekly basis. Each week has a specific focus including ELA, Math, ESL, Technology, and Inquiry. This cycle rotates and includes opportunities for intervisits to classrooms, as well as, looking closely at data to drive and differentiate instruction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Development will be facilitated by the ESL teacher. Topics presented will include second language development, demystifying ELL data including analysis, CALP (Cognitive Academic Language Proficiency versus BICS (Basic Interpersonal Communicative Skills), stages of language development as it relates to literacy development, content based instruction and ESL strategies and methodologies. Teachers will also elaborate on their best practices to support ELLs in the classrooms by tapping into James Asher's approach: TPR (Total Physical Response). Attendance is recorded at each session to ensure that each staff member in the school has received the requisite amount of training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

The guidance counselor participates in all staff professional development opportunities offered by the Instructional Cabinet. She also meets regularly with classroom teachers and administration to discuss transitioning ELL students on a case by case basis. Possible ways in which the guidance counselor supports this initiative is by providing counseling specific to acclimating to new settings and situations, reaching out to the receiving school and providing information pertinent to our ELLs' success in Middle School.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

Our school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. A portion of the Professional Learning Sessions on Monday and Tuesday afternoons are dedicated to meeting these requirements. The ESL teacher, Mr. Kwai, facilitates the meetings and maintains all records including agendas, handouts, and sign-in sheets.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meeting with parents of ELLs are held during Parent Outreach afternoon sessions on Tuesdays of each week to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. The Parent Coordinator serves as Spanish translator. Over-the-phone interpretation services are utilized through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At PS 147, parent and community involvement is of the utmost importance. We acknowledge that parents and the community at large, in which students live, have the potential to be a strong influence upon student growth. Parents have been and will continue to be given the opportunity to learn and discuss different ways to support language at the home and the community level. The parent coordinator conducts workshops and supports parents, providing outreach into the school community. Parent involvement activities include a weekly book club, monthly Parent-in-the-Classroom activities, Core Curriculum information sessions, and State Exam information sessions. The parent coordinator also serves as a translator for all paperwork and interactions required for parent involvement, so that parents of ELLs may participate fully. All paperwork sent home is bilingual in English and Spanish as are automated calls home.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? During the 2015-2016 school year, parents will attend two meetings per year on state standards, assessments, school expectations and ESL service requirements. Other workshops are offered through Cornell University's Healthy Future/Healthy Children, Literacy Inc, the Fuel Up to 360 grant, and Learning Leaders. In addition the school runs a weekly book club for parents, monthly birthday celebrations, host Math Nights and invites parents in to their children's classrooms periodically. All of these opportunities are available to all parents, including parents of ELLs. All school functions are made accessible to parents of ELLs through the availability of a translator and translated fliers.
5. How do you evaluate the needs of the parents? Teacher-made parent surveys are e-mailed to parents. The feedback from these surveys provide evaluative data. The Parent Coordinator assists in administering and collecting these surveys.
6. How do your parental involvement activities address the needs of the parents? Parent involvement activities are informed by the feedback from these surveys. The Parent Coordinator assists in administering and collecting these surveys. The feedback from parents indicate an adequate level of satisfaction.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

## **Part VI: LAP Assurances**

**School Name: P.S.147****School DBN: 14K147**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Noyola	Principal		10/15/15
Eliza Figueroa	Assistant Principal		10/15/15
Lourdes Santiago	Parent Coordinator		10/15/15
Thomas Kwai	ENL/Bilingual Teacher		10/15/15
Sharon Caraballo	Parent		10/15/15
Nadine Blackman/SETSS/IEP	Teacher/Subject Area		10/15/15
	Teacher/Subject Area		
Mark Levine	Coach		10/15/15
	Coach		
Joyann Reid	School Counselor		10/15/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **14K147** School Name: **The Isaac Remsen School**  
Superintendent: **A. Winnicki**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Results of the Home Language Survey (HLIS) remain in the office to indicate parents' preferred languages of communication. This data is entered into ATS and confirmed with the ATS home language report. In addition, preferred languages for written and oral communication are indicated on Student Emergency Contact cards. Records of translation/interpretation needs are maintained. The Parent Coordinator inquires regularly with parents/families regarding languages of communication. These findings are communicated with administration.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Pertinent information culled from Part III of the HLIS and the Student Emergency Contact Cards show that parents' preferred languages for both written and oral communication are English and Spanish.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents our school typically disseminates every year that require translation are monthly events calendars, parent-teacher conference announcements, after-school program information, letters from school leadership, testing announcements, holiday reminders, and student survey informational letters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings our school typically has with parents throughout the school year include parent-teacher conferences in November and March and two curriculum nights in September and May. Other anticipated informal interactions include IEP meetings, home calls by the attendance teacher, guidance counselor, or teachers, PTA meetings, parent workshops, monthly parents-in-the-classroom sessions, and school assemblies.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Spanish language translation is usually provided by our Parent Coordinator. When necessary, our school has and will request translation services to be provided by the New York City Department of Translation and Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Spanish language interpretation is usually provided by our Parent Coordinator and select paraprofessionals. When necessary, our school has and will request interpretation services to be provided by the New York City Department of Translation and Interpretation Unit.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school ensures that all staff members are aware of how to use translation services and the over-the-phone interpretation service by presenting this information at faculty conferences at the beginning of the year. In addition, this pertinent information is disseminated via email to all staff.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school provides each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Parents are directed to the Department of Translation and Interpretation Unit's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. The Language ID Guide is available at the security desk and main office.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school gathers feedback from parents on the quality and availability of services by administering a parent survey in June.