

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X047

School Name:

P.S. 047 JOHN RANDOLPH

Principal:

THOMAS GUARNIERI

Comprehensive Educational Plan (CEP) Outline

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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)
Thomas Guarnieri	*Principal or Designee	
Genoveba Smith	*UFT Chapter Leader or Designee	
Rosemary Dossantos	*PA/PTA President or Designated Co-President	
Yvette Heyliger	DC 37 Representative (staff), if applicable	
Izalin Colon	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	
Suheil Pimentel	Member/Assistant principal	
Bryan Anderson	Member/Staff	
Daliz Vasquez	Member/Staff	
Noemys Flores	Member/Parent PTA Treasurer	
Marianna Lucero	Member/Parent	
Claudette Rowe	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Latoya Nelson	Member/Parent	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This year P.S. 47 has several initiatives:

- Raising our attendance is always one of P.S. 47’s initiatives. Higher attendance equates to higher student achievement. Each day, the classes with 100% attendance are announced. Those classes do a “Happy Dance.” One of our former students created the dance moves and videoed the P.S. 47students doing the dance to the song “Happy” by

Farell Williams. Every teacher has the video downloaded. The students love to make sure that they come to school so that their class can do the "Happy Dance." This year we have purchased "School Messenger." School messenger makes phone calls to parents when students are absent. Teachers make phone calls as well. This November's Attendance is 93.56%. The year-to-date average is 94.3%. Last year's attendance was 92%.

- Independent reading is the heart of balanced literacy. Students will read independently for 20 minutes daily. Students will read a minimum of 25 books independently. Each student has a "Home Reading Log" and a "Class Reading Log." Parents must monitor and sign the home reading logs. This year Grade 5 is piloting a program called Light-Sail. I-pads were purchased for the grade to use this program. Since Grade 5 is departmentalized we needed to purchase fewer I-pads. Students select their independent reading books. All of the titles are current authentic literature. The program allows the teacher to monitor each student's independent reading. The teacher can make comments to the student as well.

- Many of the Programs like Ready Gen and Go Math contain rich academic vocabulary. We want our students to have access to this academic vocabulary at all times. This year we have given out "Vocabulary Vaults" to place all of these words in. Vocabulary Vaults is a booklet with pages for each letter of the alphabet. Students can write the vocabulary words and their definitions.

- Questioning is an important part of creating rigor in a lesson. This year teachers are focusing on questions using Bloom's Taxonomy stems. Students are gaining deeper understanding of text through discussions. As a school we are working towards getting students to ask questions to each other. They should try and construct deeper meaning of the text with their partners.

- Differentiated Professional Learning for teachers is one of the best ways to support teachers' professional needs. At P.S. 47 differentiated professional development happens in many ways: pairing of teachers using the Associate Model, mentor-ships, inter-visitations, review of ARIS video modules, consultation with Generation Ready Consultant and Literacy support Consultant. This year we are beginning to differentiate workshops on Monday afternoons by using the data collected from the Danielson Observations. Teachers create workshops using the ARIS Learns professional development guide that aligns with the Danielson Competencies. By studying the data collected in Advance, it allows you to see what areas teachers are ineffective, developing, effective and highly effective in. We want to support all of our teachers to move towards "highly effective" teachers.

- Our school-wide behavior management program is called "HOOTS." This positive behavior reinforcement supports good behavior in the classroom, hallways, lunchroom, etc. Students receive "owl tickets" that can be cashed in for prizes for positive behaviors. Good behavior school-wide gives students better self-esteem and provides an environment that is conducive to learning. Good student behavior allows teachers to focus on instruction as opposed to behavior management.

- Each student throughout the school is being tracked on their independent reading level as measured by Fountas and Pinnell. As a school we adjusted the levels by grade and by marking period to raise the standard.

- Supporting partnerships with families to support students' progress towards college and career readiness:

Tuesdays are designated as Parent Involvement Day. Teachers plan various activities. Parent workshops, Newsletters, Parent Meetings to Review Attendance and Student Goals.

- Title 1 parent involvement funds were used to purchase the Learning Leaders. Parents will be trained for three days during December. They will also be fingerprinted and receive their badges so that they can be assigned to the early childhood classrooms. This organization will also provide three workshops for the parent community: 1. Common Core Learning Standards, 2. Achieving State Assessments and 3. Focusing On You Educationally.

- Streamlined Progress Reports/Next Steps for Parents: Constant feedback is given to parents so that it is not too late to give their child the intervention necessary to meet grade level standards. A "Next Steps Template" that is given to

parents with the Progress Report spells out the next step for parents to take to help their child. Next Steps are a checklist for Math and ELA in Spanish and English. An example of a next step is, after your child reads to you, ask your child to retell the story using beginning, middle and end.

- Saturday ESL Program for Parents and Early Childhood Students: This program is starting up in December. Spanish speaking parents will learn to speak English along with their kindergarten, first and second grade children.

- Earlier this year P.S. 47 supported “Bring Your Dad to School Day.” Dads came to school and met with the administration about the importance of fathers in their children’s lives. The dads later on went up into the classrooms to do read-alouds. Assistant Principal Peay met with fathers last year in April for Father/Son Day. We are planning on this event for this year.

- Feedback to students regarding college and career readiness:

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

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

One of our greatest accomplishments was getting the Robin Hood Library as a resource for our students and keeping the library current. The library took five years in the making. This year we have replaced all of the computers in the media center to keep the library as up-to-date as possible. Each year the librarian orders new books on current topics and the “Best Sellers List” to keep the interests of children.

Additionally, another greatest accomplishment was to reduce the special education -referral rate by providing intervention to less than 1% for our 1,141 students, which is below the city average. One of our greatest challenges has been the increase of ELLs (English Language Learners) at P.S. 47. There are 26.21% ELLs in our bilingual and ESL classes. The population seems to be on the rise. Also, the physical building is utilized at 140%. The school is built for 780 students while there are currently 1,141. Although the school runs in an organized manner, space sometimes becomes an issue.

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

The key focus for the 2015-16 school year are as follows:

- To provide a balanced approach to literacy, so that all students at P.S. 47 will

read and write on grade level through: shared reading/read-alouds, guided reading, independent reading, guided writing and independent writing.

- Students will read a minimum of 25 books independently.
- Students will gain deeper meaning of text through rich discussions and open-ended questions. Students will take ownership of their questioning and discussion in the classroom by developing their own questions about a topic and taking initiative in partner and whole class discussions.
- Students will respond to informational texts through writing in grades k, 1 and 2. Grades 3, 4 and 5 will respond to informational texts and include an opinion in their writing, using evidence from the text to support their opinion.

12X047 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1138	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	92.7%	% Attendance Rate		92.1%
% Free Lunch	93.3%	% Reduced Lunch		3.5%
% Limited English Proficient	25.0%	% Students with Disabilities		14.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.0%	% Black or African American		20.1%
% Hispanic or Latino	65.2%	% Asian or Native Hawaiian/Pacific Islander		10.0%
% White	1.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.82	# of Assistant Principals (2014-15)		4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		8.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.0%	Mathematics Performance at levels 3 & 4		14.8%
Science Performance at levels 3 & 4 (4th Grade)	68.9%	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				
Accountability Status – Elementary and Middle Schools				
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		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
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		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
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.

All testing grades, 3rd, 4th and 5th totaled 16% on grade level on the 2014-15 ELA. This goal was formulated to increase ELA scores for the 2015-16 school year, specifically on the writing part of the test.

Strength:

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

Associate Model provides two teachers during Literacy Block.

Weakness:

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

Part 2 – Annual Goal

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.

Goal #1

By June of 2016, student writing will align to the Common Core State Standards. The number of students on grade level 3 and above will increase by 2% as measured by the 2015-16 NY State ELA assessment.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will receive training from Generation Ready Consultant • Teachers will form teams to revise curriculum maps. • Teachers will use “Grammar Guides” to plan daily mini lessons for “guided writing.” Teachers will group students for writing instruction: 2 guided groups and 2 independent groups. • Students will complete Performance Based Writing Assessments (PBA) from Ready Gen, Common Core Writing Tasks, etc. • Mini-Posters: Bloom’s Taxonomy and Webb’s Depth of Knowledge distributed. • Professional Development for teachers around Common Core Writing Tasks. • Distribution of Bloom’s Taxonomy Sample Question Cards. • Distribution of Bloom’s Question Stem Cards. • Professional Development for Teacher’s “Looking at Student Work” in Writing. Data to Drive Instruction. 	<p>All Students Grade k -5</p>	<p>June 2015 Sept. 2015- June 2016</p>	<p>Administration, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, Classroom Teachers, Associate Teachers, AIS Specialist</p>

<ul style="list-style-type: none"> ● Teacher Book Study on: A Taxonomy for Learning, Teaching and Assessing by Pearson Education. 			
<ul style="list-style-type: none"> ● Modeled Writing: Teachers will provide a writing sample for students. UDL (Universal Design For Learning) ● Dictionaries in each classroom. ● Word Walls in Literacy and all content areas. ● Use of Technology, Smart board, I Pads and Laptops ● Use of Writing Conferencing Notes for the development of individual and group re-teaching of writing strategies and conventions. ● Rubrics and checklist to support independence in writing. ● Students keep writing portfolios. 	<p>Special Education Students, ELLs and At-Risk Students in Grades K-5</p>	<p>Sept. 2015-June 2016</p>	<p>Administration, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, Classroom Teachers, Associate Teachers, AIS Specialist</p>
<p>Review of School-wide goals during parent orientation.</p> <ul style="list-style-type: none"> ● Periodic review of goals and writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including writing. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Literacy. ● Parents to review and sign writing homework. 	<p>Parents of Students in Grades K-5</p>	<p>Sept. 2015-June 2016</p>	<p>Classroom Teachers, Associate Teachers, Parents, Learning Leader Consultant</p>
<p>Students feel free to take risks in writing and sharing their work for peer editing.</p> <p>Teachers work together when “Looking at Student Work.”</p>	<p>Parents, Students Teachers</p> <p>Grades k-5</p>	<p>Sept. 2015-June 2016</p>	<p>Teachers</p> <p>Learning Leader Consultant</p> <p>Parent-Coordinator</p>

Parent trust the school’s recommendation for “Next Steps for Parents.”			
Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards.			

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.											
Resources include: Portfolios, Common Core Aligned Rubrics, Grammar Guides, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February of 2016, 12% of Grade 3 students will be on grade level as measured by Pearson’s Progress Monitoring Assessment ELA.
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.

All testing grades, 3rd, 4th and 5th totaled 17% on grade level on the 2014-15 State Math Assessment. This goal was formulated to increase Math scores for the 2015-16 school year.

Strength: The latest Quality Review conducted in December of 2014 shows that in the area of 3.4 P.S. 47 is “proficient” in establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. In the area of 4.2, P.S. 47 is “proficient” in the area of engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Weakness:

Teachers need to provide differentiation during the Math Block.

Teachers need to better use their data to drive instruction.

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.

Goal #2

To increase student achievement in Math by offering additional interventions outside of the regular school program. In the 4th grade cohort, 11% of the students achieved a “grade level” proficiency rating based on the New York State Math Assessment. That same cohort, now in Grade 5 will increase students meeting proficiency levels to 15% on “grade level” on the 2015-16 New York State Math exam by June of 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will provide Math Assessments for students using the Go Math Curriculum and Pearson’s Progress Monitoring. Math Performance Tasks: Writing/Math. Students show their work. • Math mini-lessons for (HOT) Higher Order Thinking Questions from Go Math Curriculum. • Mini-Posters: Bloom’s Taxonomy Question Stems for Math distributed. • Professional Development for teachers around Common Core Math Tasks. • Distribution of Daily Math Journals. <p>Math Turn and Talks, Think Pair Shares, etc.</p>	<p>All Students Grade k-5</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Math Coach, Classroom Teachers, Math AIS Specialist</p>
<ul style="list-style-type: none"> • Modeled Word Problems: Teachers will provide a Math sample for students. UDL (Universal Design For Learning) • Use of Manipulatives and Models • Dictionaries in each classroom. • Word Walls in Math and all content areas. • Use of Technology, Smart board, I Pads and Laptops • Rubrics and checklist to support independence in Math. • Students keep Math portfolios. 	<p>Special Education Students, ELLs and At-Risk Students in Grades K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Math Coach, Classroom Teachers, Math AIS Specialist</p>

<ul style="list-style-type: none"> ● Review of School-wide goals during parent orientation. ● Periodic review of goals and Math/writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including Math. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Math. ● Parents to review and sign writing homework. 	Parents of Students in Grades K-5	Sept. 2015-June 2016	Administration, Math Coach, Classroom Teachers, Math AIS Specialist
<ul style="list-style-type: none"> ● Students feel free to take risks in writing and sharing their work for peer editing. ● Teachers work together when “Norming in Math.” ● Parent trust the school’s recommendation for “Next Steps for Parents in Math.” ● Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards. 	All Students Grade k-5	Sept. 2015-June 2016	Administration, Math Coach, Classroom Teachers, Math AIS Specialist

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Resources include: Portfolios, Common Core Aligned Rubrics, Math Journals, Math Coach, F-Status Math/Coach/AIS Specialist.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>In February of 2016 (midyear benchmark), 8.5% of Grade 5 Students will be on grade level as measured by Pearson’s Progress Monitoring Assessment in Math. Pearson’s Progress Monitoring Assessment aligns closely with the State Math Assessment.</p>

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 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.

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

Strength:

- Each teacher listed as “Developing” is a seasoned teacher and has the experience to improve.
- Each teacher has effective classroom management.

Weakness:

- Teachers need to better use their data to drive instruction and better differentiate.
- Teachers need to allot time for “Independent Reading.”

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.

Goal #3

Teachers will receive on-going professional development throughout the school year to increase teacher effectiveness. 5% of the teachers that received an "effective" MOTP rating as measured by Advance in 2015, will move to "highly effective" on their MOTP by June of 2016 as measured by Advance.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers receive ratings. • Teachers meet with administration by October 30th to review 2 to 4 goals. • Teachers receive support from the Literacy Coach. • Teachers receive support from the Math Coach. • New teachers receive support from mentors. • Support provide by Generation Ready and Literacy support consultants. <p>Ongoing Professional Development each Monday afternoon to support “Best Practices.” Includes, “Looking at Student Work Protocol.”</p>	<p>Teachers that received a “developing” on their MOSL rating.</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</p>
<ul style="list-style-type: none"> • Increased teacher-effectiveness to support at-risk population. 	<p>Teachers that received a “developing” on their MOSL rating.</p>	<p>Sept. 2015- June 2016</p>	<p>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</p>
<ul style="list-style-type: none"> • SLT teacher support. Parent workshops to better support student and teacher practices. 	<p>Teachers that received a “developing” on their MOSL rating.</p>	<p>Sept. 2015- June 2016</p>	<p>SLT, Administration</p>
<p>“D” Rated Teachers trust Administration, Literacy Coach, Math Coach, Grade Teachers, to provide necessary supports to move them to an “effective” Teacher.</p>	<p>Teachers that received a “developing” on their MOSL rating.</p>	<p>Sept. 2015- June 2016</p>	<p>Teachers, Literacy Coach, Math Coach, Administration</p>

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.

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

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		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

Of the teachers that received an effective score on their overall MOTP rating, 2.5% of the teachers will show a highly effective score as measured by the MOTP Score Tracker in February of 2016.

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 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.

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

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

Strength:

-Teachers are trained in the area of Balanced Literacy.

-Associate Model allows 2 teachers during the 90-minute literacy block to instruct 4 groups daily.

Weakness:

-Teachers need to better use their conferencing notes to plan guided mini-lessons.

-Teachers need to allot time for “independent reading.”

-Teachers need to better provide rigorous instruction for their students through questioning and discussions.

Part 2 – Annual Goal

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.

Goal #4

During the 2015-16 school year, teachers will provided guided reading and independent reading five days a week. By June of 2016, 16% of the students in grades 3,4 and 5 will be on grade level, up from 15% as measured by the 2015-16 New York State ELA.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Students will be assessed to find their “Independent Reading Level.” • Teachers will use “Conferencing Notes” to plan daily mini lessons for “guided reading.” Mini-lessons will provide strategies and a purpose for reading. • Teachers will group students for “guided reading” instruction: 2 guided groups and 2 independent groups. <p>Distribution of “Home Logs” and “Class Logs for Independent Reading.</p> <ul style="list-style-type: none"> • Students will read for 20 minutes each day. • Mini-Posters: Bloom’s Taxonomy and Webb’s Depth of Knowledge distributed. • Students will read “25 Books.” <p>Distribution of “Vocabulary Vaults” for vocabulary.</p> <ul style="list-style-type: none"> • Distribution of Bloom’s Taxonomy Sample Question Cards. • Distribution of Bloom’s Question Stem Cards. • Professional Development for Teacher’s “Looking at Student Work” in Writing. Data to Drive Instruction. • Teacher Book Study on: A Taxonomy for Learning, Teaching and Assessing by Pearson Education. • Light-sail Pilot Program allows students to select from a variety of Independent Reading materials. 	<p>All Students, K-5</p>	<p>Sept 2015- June 2016</p>	<p>Classroom and Associate Teachers</p>

<ul style="list-style-type: none"> ● Teacher will provide a Ready Gen “shared reading.” Students will follow along with their own copy of the reading. UDL (Universal Design For Learning) ● Vocabulary Vaults: This school-wide initiative allows students to store vocabulary words in one place for continued use. ● Word Walls in Literacy and all content areas. ● Use of Technology, Smart board, I Pads and Laptops ● Use of Writing Conferencing Notes for the development of individual and group re-teaching of writing strategies and conventions. ● Rubrics and checklist to support independence in writing. ● Students keep writing portfolios. 	All Students, K-5	Sept 2015- June 2016	Classroom and Associate Teachers
<ul style="list-style-type: none"> ● Students will read for 20 minutes each night. ● Parent will sign off on Home Reading Log verifying that student read at home. ● Review of School-wide goals during parent orientation. ● Periodic review of goals and Math/writing focus with SLT. ● Parent Involvement Tuesdays: Review of student work, including Math. ● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. ● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Math. ● Parents to review and sign writing homework. 		Sept 2015- June 2016	Classroom Teachers, Associate Teachers, Parents, Students
<ul style="list-style-type: none"> ● Students feel free to take risks in writing and sharing their work for peer editing. ● Teachers work together when “Assessing using Fountas and Pinnell.” ● Parents trust the school’s recommendation for “Next Steps for Parents in Literacy.” 	All Students, K-5	Sept 2015- June 2016	Teachers, Parents and Students

<ul style="list-style-type: none"> • Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards. 			
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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.											
Classroom Teachers, Associate Teachers, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, F-Status AIS Specialist.											
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		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February of 2016, 50% of the students k-5 will increase one independent reading level as measured by Fountas and Pinnell.
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 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.

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

Strength:

- Based on the 2014-15 Learning Environment survey, 100% of the parents agreed and strongly agreed that the school encourages them to participate in their child’s education. 95% of the parents feel supported by the teachers.

Weakness:

- Based on the 2014-15 Learning Environment survey, 25% of the parents stated that they have never attended a PTA meeting.

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.

Goal #5

Teachers and parents will collaborate during the 2015-16 school year. On the 2014-15 NYC School Survey Report under the parent section titled "Strong Family-Community Ties", 48% of the parents volunteered their time at the school. This will increase to 51% for the 2015-16 school year as measured by the 2015-16 NYC School Survey Report.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will meet in September, by grade, to brainstorm parent workshops. Teachers will develop a parent survey to find out which workshops parents will want to attend monthly on Tuesday afternoons. • Principal will meet with PTA during the Quarterly Meeting to support PTA in finding educational institutions/vendors to provide workshops for parents. • “Meet Your Child’s Teacher Day” <p>Parents meet with Assistant Principals and Principal.</p> <p>Recommendation is made for parents to get involved in their child’s education. Parents trust administrations guidance. Recommendations are made to participate in the PTA.</p> <ul style="list-style-type: none"> • Each Tuesday, parents are invited to the school for parent involvement activities. Every other Tuesday teachers will provide professional learning for parents based on the school's curriculum. Workshops teach parents the skills that will support them to help their children do the homework. Additional workshops for bilingual parents to learn English. Workshops for parents of special education or at-risk students to provide strategies to support their children. • Ongoing parent workshops throughout the school year to help parents understand the alignment of instruction with Common Core. • Monthly Parent news letters to increase parent communication. <p>Monthly activities to attract parents into the school: Thanksgiving Feasts, Holiday Gift Give Away, Black History Assembly, Cultural Fair, Science Day, Mother’s Day Brunch, etc.</p>	<p>Teachers Principal/ parents Parents</p>	<p>Sept. 2015-2016</p>	<p>Principal, Assistant Principals and Classroom Teacher</p>

<ul style="list-style-type: none"> ● School website to increase communication with parents listing dates for monthly PTA meetings and school events. ● School messenger purchased to inform parents of PTA meetings. ● Parent bulletin board so that parents can be reminded when school events and PTA meetings take place. ● Monthly PTA Flyers and reminders distributed to parents by PTA. 	Parents	Sept. 2015-2016	Budget Manager, School Web-Master to maintain school website, PTA to create monthly flyers.
<ul style="list-style-type: none"> ● Learning Leaders provides parent workshops on State assessments, Common Core Alignment and Parent Wellness. ● Learning Leaders provides parent training to partner parents with the school. 	Parents	Sept. 2015-2016	Learning Leaders
<ul style="list-style-type: none"> ● Home Independent Reading Logs are signed by parents to assure that their child has read for 20 minutes each night. Teachers trust parents to monitor the reading. ● PTA provides monthly meetings for parents to learn. Refreshments will be served. Monthly give away. ● Two SLT Meetings each month that will focus on parent involvement and encouragement of activities that will bring parents in to the school. 	Parents and Students	Sept. 2015-2016	Classroom Teacher, Members of the SLT

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.										
Teacher hours, Learning Leaders and coaches to provide Workshops, Monthly Flyers, Monthly Newsletters, etc.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st 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.
By February of 2016 parent participation in monthly PTA meetings will increase by 20% as measured by the comparison between the sign-in sheets in 2015 to the sign-in sheets in 2016. .
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.)
English Language Arts (ELA)	Student performing below grade level on Fountas and Pinnell.	Guided Reading <u># of Students By Grade:</u> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	Small group – Differentiated instruction <u># of Students By Grade:</u> K 152, 1 st 208, 2 nd 179, 3 rd 177, 4 th 190, 5 th 185	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Mathematics	Student performing below grade level on the Monthly Math Assessments.	Guided Instruction <u># of Students By Grade:</u> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	Small group – Differentiated Instruction <u># of Students By Grade:</u> K 76, 1 st 104, 2 nd 89, 3 rd 8, 4 th 60, 5 th 90	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90
Science	Student performing below grade level on the Monthly Science Assessments.	After the School Days K 70, 1 st 110, 2 nd 100, 3 rd 100, 4 th 105, 5 th 90	Small group – Differentiated Instruction <u># of Students By Grade:</u> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	During School Days Content Area Reading
Social Studies	Student performing below grade level on the Monthly Social Studies Assessments.	Guided Reading <u># of Students By Grade :</u> K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	Small group – Differentiated Instruction <u># of Students By Grade :</u>	During School Days Content Area Reading

			K 75, 1 st 104, 2 nd 89, 3 rd 89, 4 th 40, 5 th 90	
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students were categorized as the bottom third of the city on ELA and State Math Test	Pull-Out # of Students By Grade: 4th 10, 5th 60	Small group- Grade: 4th 10, 5th 60	During School Days

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • A representative from P.S. 47 attends all of the DOE hiring halls. The DOE's New Teacher finder has also been used to hire new teachers as well. All of these candidates have been approved and certified. • At P.S. 47 we are able to retain teacher through our Associate Model. This model allows the school to pair "new teachers" with "seasoned" teachers for a large portion of the day. The Associate Model is also "built in" professional development. <p>Teachers enjoy working with a partner and look forward to coming to work each day.</p> <ul style="list-style-type: none"> • Our Mentor Program is for all new teachers. Each new teacher is matched up to a mentor who will support their instructional needs. • There are two coaches: a Literacy Coach and a Math Coach to provide one on one support for all teachers. • Each teacher received professional development two times a month with an academic focus. There is a full day professional development day in November and June. • The school has received a Helmsley Grant to provide on-going professional development for all of the new teachers entering the school. So far the grant has continued for three years. The funds are used to provide a Literacy Consultant from the Generation Ready Literacy Group.

2b. High Quality and Ongoing Professional Development

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

citywide professional development for the new literacy and math curriculum. The school has been setting up teams to attend the citywide professional development.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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.).

In order to transition the pre-k students to P.S. 47, we provide an "Open House" for parents to get to know the school.

During that open house parents receive information of what is expected of their children when they enter kindergarten.

There is also on-going support throughout the kindergarten year for students who are not meeting the standards. There are pull-out academic intervention services where students are learning "letter sound recognition" and "decoding." There is a school website that parents can log onto that will give them a brief overview of P.S. 47.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible

for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	1,017,151.00	X	Funding Sources
Title II, Part A	Federal	255,200.00	N/A	N/A
Title III, Part A	Federal	35,560.00	N/A	N/A
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	5,904,905.00	N/A	Funding Sources

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

Parent Involvement Policy (PIP) 12X047

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 47** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 47** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) 12x047

P.S. 47, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 12	Borough Bronx	School Number 47
School Name John Randolph		

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 Thomas Guarnieri	Assistant Principal Suheil Pimentel
Coach Joann Sgarlata-Math Coach	Coach Judith Romney- Literacy Coach
ENL (English as a New Language)/Bilingual Teacher Daliz Vasquez	School Counselor
Teacher/Subject Area Lori Sjogren- ESL Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Laura Smith
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]	4	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1132	Total number of ELLs	299	ELLs as share of total student population (%)	26.41%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	1	1	1	1										4
Dual Language														0
Total	1	1	1	1	0	4								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	299	Newcomers (ELLs receiving service 0-3 years)		270	ELL Students with Disabilities	27
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)		28	Long-Term (ELLs receiving service 7 or more years)	1

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	
TBE	91		10							91
DL										0
ENL	182		29	9		3	0		0	191
Total	273	0	39	9	0	3	0	0	0	282

Number of ELLs who have an alternate placement paraprofessional: 8

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 Spanish	24	25	26	24										99
SELECT ONE														0
SELECT ONE														0
TOTAL	24	25	26	24	0	99								

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

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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	18	23	26	21	32	22								142
Chinese	1				1	1								3
Russian														0
Bengali	8	5	4	7	6	2								32
Urdu														0
Arabic	1	2	2	10	2									17
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		3									6
TOTAL	31	30	34	38	44	25	0	202						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	2	1	3	2									11
Emerging (Low Intermediate)	2	3	1	2	5									13
Transitioning (High Intermediate)	7	9	6	5	6									33
Expanding (Advanced)	36	38	33	24	12									143
Commanding (Proficient)	11	3	17	12	16									59
Total	59	55	58	46	41	0	0	0	0	0	0	0	0	259

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				2	0	0								2

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	12	5	22	23	32									94

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	13	4	0	43
4	17	15	1	0	33
5					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	18	1	13	2	11	0	4	0	49
4	19	0	17	0	2	0	1	0	39
5	25	0	2	0	0	0	0	0	27
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									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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
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				
US History and Foreign Language				
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.
 Our school uses the Fountas and Pinnell Assessment to assess the early literacy skills of ELLs in english. The data provides independent and reading instructional levels as well as fluency and comprehension. The data is then used for grouping, instructional planning, and response to intervention (RTI). This data will help drive our school's instructional plan by identifying the students that are most in need of additional language services. Our school also uses several benchmarks throughout the year to assess progress in the development of written English language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITEL Scores for testing this year has been the following for grades k-5. Total number of students tested using NYSITEL was 71. The breakdown of the scores are as follows: K; 1: 7; 2: 2, 3:2, 4:1, 5:2. The majority of the students that took the NYSITEL in Kindergarten were in the advanced levels of the LAB-R (26); 15 scored in the intermediate level; 18 scored within the beginner level. The bulk of the students tested on the LAB-R is in kindergarten and the majority of those tested are eligible to receive ESL services. The data reveals that the majority of our ELL's are classified in the Advance Levels of the NYSESLAT exam consistently after two years of ELL services both through transitional Bilingual programs and ESL freestanding programs. Most of the Advanced level students are reaching those milestones within grades k-2 therefore entering into grades 3-5 with higher English understanding. Overall, students are progressing and achieving those advanced levels and proficient levels on the NYSESLAT. There is however, a disparity between achieving the advanced level scores and the ELA exam. Most, of the students in grades 3 and 4 achieved a level 1 on the ELA exam but it was comparable to their monolingual counterparts taking the same test. Students in grades 3, 4 achieved levels 1 and 2 on the Math Exam (Native Language Math was not available in these areas to assess). There is a higher percentage of ELL's scoring levels 2 in grade 3 as opposed to their counterparts (mathematics) this may be due to the Transitional Bilingual Program that works with students in both languages and facilitates the process by which students choose the language that they will be tested in. Note that the Science Exam also shows that ELL's perform higher achieving levels 3 and 4 at about 50% rate.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 47 the Annual Measurable Achievement Objectives for targets
- 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?

Historically the ELL population within the school has always shown growth with the NYSESLAT Proficiency Assesment. We have noticed an increase within the Advanced Levels in all grades. However, the ELA scores show that ELL's are having difficulty with attaining passing levels with the New Common Core Test this is not subjected to the ELL population in isolation. The data also reveals that the third grade ELL population achieve passing leveles at a higher rate than the 4th and 5th grade. Again, this can be due to the 3rd grade bilingual program which supports students with their Native Language. At this moment there is no data available to compare tests taken in Native Language vs. tests not taken in Native Language. Not Applicable for B and C.

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

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

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

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

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

A child's second language is considered in instructional decisions by providing scaffold language and opportunities to respond. Scaffold language includes paraphrasing key words, provide opportunities to extend answers, use familiar synomyns and antonyms, and provide further language support to explain aspects that require refinement. We do ensure that we have intensive reading interventions during guided reading for 30 minutes three times a week and 50 minutes two times a week. Teachers work in teacher teams to analyze and adjust curriculum to provide multiple entry points for language learners. We provide targeted support to ALL learners during our guided programs that specifically focuses on building vocabulary, oral communication, and foundational skills. The NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific standards at the corresponding grade-band level. Linguistic Demands are derived from the New Language Arts Progressions and the Bilingual Common Core Initiative. The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs). The ToMs are for assessment purposes only. Classroom based curriculum instruction and formative assessment are based on the bilingual progressions.

At the beginning/entering level, Transitional Bilingual Education students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English - 40:60, 50:50, 75:25.

The school and classroom teachers consider that ELLs vary widely in the level of formal schooling they have had in their native languages. The degree of native-language formal schooling affects not only native language proficiency—specifically, literacy in the native language—but also the level of contentarea skills and knowledge.

ELLs come from a wide range of cultural backgrounds, and cultural differences may place ELLs at a disadvantage in a standardized testing. Lack of familiarity with mainstream American culture, for example, can potentially have an impact on instruction and test scores for ELLs.

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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate our success of our ELL programs by comparing our state exam scores school wide with other monolingual classrooms as well as comparing our state scores with other schools in our district. We also look at monthly assessments school wide and compare our ELLs to monolingual classes on the same grade to ensure grade level progress. We use the NYSESLAT results to measure growth from year to year for individual students and grades to help with instructional and material decisions. Our team also takes a look analyzes student writing on summative writing performance tasks to determine if strategies implmented are having a value added impact on student outcomes. Finally, we also analyze individual student quarterly reading assessments in grades 3-5 to determine whether students are achievieng consistently toward our common core implmented curriculum and if students are performing to those standards. If they are not, the ELL team discuss strategies that can be utilized to increase student performance in those areas. As a whole, our ELLs tend to outperform most of the district and as a result we believe our programs are very successful.

Part IV: ELL Identification Process

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.

A uniform identification procedure is used with all students enrolling at our school in order to ensure an equitable standard based bilingual and ESL educational service. The procedure used to identify LEP/ELL students is as follows:

1. When a parent comes into our school an informal interview is conducted to assess their native language
2. Oral Interview is conducted to assess the student in both English and the home language. Developmental questions are asked of the student to assess their language.
3. Review student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners

- We find the appropriate pedagogue that speaks that language.
- The assigned pedagogues and availability schedules are as follows:

Ms. Vasquez, Teacher (Spanish) - 8:00am to 9:00am

Ms. DeGennero, Teacher (Italian) - 8:00am to 9:00am

Ms. Mikhail, Teacher (Arabic) - 8:30am to 9:30am

Ms. Gomez, Teacher (Spanish) - 9:00am to 10:00am

Mr. Torres, Teacher (Spanish) - 10:00am to 11:00

Mr. Rahman, Teacher (Arabic, Bengali, Urdu) - 8:00am to 2:00pm

The Home Language Identification Survey (HLIS) is administered by the assigned pedagogue. The general guideline for determining if a student may be an ELL is based on the responses to 8 critical questions on the HLIS. The HLIS indicates whether or not a student is eligible for further evaluation. Next, the student's academic history is reviewed and assessed by the ESL Coordinator. Within 10 school days, the Test Coordinator administers the NYSITEL, which determines the students' English proficiency level. The Spanish LAB-R is administered by the following certified Bilingual classroom teachers:

Kindergarten and First Grade - Ms. Perez, Teacher

2nd Grade - Ms. Gomez

3rd, 4th, and 5th Grade - Ms. Vasquez, Teacher

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

1. Transitional Bilingual Education Program
2. Freestanding English as a Second Language program
3. ESL push in/pull out program

A student's continued entitlement is determined by his or her performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring. The RLER report is generated from ATS to determine the eligilbility for NYSESLAT testing. The NYSELAT is administered in four parts by the classroom teachers and the ESL coordinator. The classroom teachers administer the Reading, Writing, and Listening sections to all student on their classroom register. The Speaking section is

administered by the other bilingual or ESL teacher on the same grade on the lower grades - K-3. The fourth and fifth grade teachers administer the test to each others students on register.

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

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

2nd Grade - Ms. Gomez, Bilingual, Ms. Matamoros, ESL

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

4th Grade - Ms. McKenna, ESL

5th Grade - Mr. Sjogren, ESL

The ESL Coordinator administers the Speaking, Listening, Reading and Writing to ELL, individually or in small group, to students in all grades, that are not in self-contained ESL or Transitional Bilingual classrooms. The ESL Coordinator also administers the NYSITEL to students to ensure that we are placing students correctly into each program as stated by the results of this test. Every year when the scores become available in August, our ESL Coordinator along with the ESL Coordinator analyzes the data and make sure each child is properly placed for the upcoming school year based on their NYSESLAT results. Students who score at the Beginning, Intermediate, Advanced level are Limited English Proficient and are entitled to continued services. Our students who score at the beginning level of the NYSESLAT will be chosen for Academic Intervention Services and are the first to be invited to afterschool and Saturday school programs. Students who score at the Proficient Level are not Limited English Proficient and enter a general education program. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students.

Spanish speaking students that tested "Entitled" based on the NYSITELL results, are administered the Spanish LAB.

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey where the parent is asked to indicate prior schooling. Once a student is enrolled in our school a host of baseline assessments are administered. Within 30 school days from initial enrollment we make 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. In Bilingual classes these assessments are also administered in Native Language to better assess the students and the student's progress in their native language. After careful review of baseline measures, another parent interview is conducted in which the classroom teacher gains additional information regarding the school history (if any) of the student. Using these measures, we immediately proceed with the SIFE Identification Process for Newly Identified ELLs. During this process, we administer the oral interview questionnaire, then we administer the Literacy Evaluation for Newcomer SIFE (LENS). Once SIFE has been confirmed we indicate SIFE status on the DOE's data collection systems no later than 30 days from initial enrollment on the BNDC screen.

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).

A newly enrolled student with an IEP is immediately flagged by the office staff and IEP is sent directly to our LPT members which include: Based on the information on the IEP and parent information the LPT will convene to discuss whether a student should take the NYSITEL. In making this determination the following are considered: review of the student's history of their home language, dominant language at school, evidence of the student's English language development, and results of the student's individual evaluation. The LPT makes a determination as to whether the student may have a language acquisition need or whether the student's disability is affecting whether the student can demonstrate proficiency in English (written and read).

The principal must accept or reject 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. Additionally, the parent or guardian must be 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. Within 5 calendar school days following the administration of the NYSITELL, the students is placed in an ELL program.

The LPT shall be minimally comprised of:

Suheil Pimentel, Assistant Principal/ELL Coordinator

Yvette Vargas, Speech Teacher

Daliz Vasquez, Bilingual Teacher

Stephen Frazier, Assistant Principal/Special Education Coordinator

Student's parent

A qualified interpreter or translator of the language or mode of communication the parent or person in parental relation best understands.

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.
- An entitlement letter is distributed to the parents of our ELL students prior to the initial orientation meeting. A photocopy is made of each letter before the ELL supervisor distributes the letters to ESL and Bilingual teachers on each grade. The teachers in turn send home the letters with the students in their homework folders. At the parent meeting, after the program selection forms and parents surveys are complete they are collected and sorted by grade. After the parent meeting, we find out who did not attend and send them another entitlement letter. Then we complete the program selection form and parent survey over the phone. All documents are maintained in an ESL-school-wide binder that are sorted by grade and year in the ELL Supervisor's office.
- Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The entitlement and non entitlement letters are printed from the DOE intranet in the parent's preferred language and sent home.
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).
- Beginning in the 2015-16 school year, 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 The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.
- Parents are notified in their right to appeal the ELL status within 45 days on the entitlement letter in their preferred language. The ELL Coordinator distributes the letters to the parents and then all signed correspondence is filed in the student's cumulative folder and a copy is kept in a binder.
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.
- The three program choices in NYC are Transitional Bilingual, Dual Language and ESL. The ELL Parent Orientation must take place for new ELLs within 10 school days of being admitted to the NYC school system. At P.S. 47, we reach out to current and new parents of English Language Learners to inform them that they have program choices. It is up to the parents to decide which program their child will be enrolled in; a Transitional Bilingual Education program, a Freestanding English as a Second Language program, or an ESL push in/pull out program. The Initial Parent Orientation takes place at the time of new registration by the test coordinator, and at the end of the year in June (for the following year choices), presented by Richard Peay the identified ELL Supervisor. When presented at registration, parents watch a video in their language, to educate them on the three types of ELL programs. The test coordinator is there to assist with any questions parents may have. Then, they are asked to complete a program selection form indicating their choice of ELL programs for their child. To accommodate for the non-English speaking parents we provide Spanish, Arabic, and Bengali translators. In June, the ELL supervisor, conducts a meeting for the parents to choose their preference for the following year. Again, the parents watch a video in their native language to educate the parents on the different types of ELL programs available. All ESL and Bilingual teachers are available during the meeting to assist parents with questions and any further explanation of our programs. After the question and answer session, parents are asked to complete the program selection form. If a parent is having difficulty making a selection, individual counseling is available.
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.
- During our parent orientation meeting parents are informed of their choices of placement. We discuss the ENL freestanding programs, Bilingual programs, and Dual Language Programs (although not offered at our school). We provide a Parent Survey with a Parent Selection Form in the parent's preferred language, where parents can indicate their preference. Within 5 calendar days, the parent must complete and sign the form. Usually, during the registration process the parent also meets with either the testing coordinator or an ENL staff member and makes that selection.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained in ATS and binders.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined, the ELL coordinator , notifies parents through a placement letter (in parent's preferred language) indicating the program their child has been placed in.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation can be found in selected binders and folders within the ENL supervisors office. ELL documentation is also filed in the students cumulative record.
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.
- To ensure all four components of the NYSESLAT are administered the test coordinator follows these procedures. First, the test coordinator runs the RLER report in ATS to compile a list of eligible students. The RSPE, test modifications report, is also run to identify specific testing modifications for our ELL-SWDs. The test coordinator then creates lists of all eligible students using the ROCL reports, by grade, that are entitled to take the NYSESLAT. All Freestanding ESL and Transitional Bilingual teachers are assigned, by appropriate grade level, to administer the Reading, Writing, and Listening section to their class at a designated time by the test coordinator during the two week testing window. Each teacher is provided the correct number of tests along with an attendance roster. All attendance rosters are collected with the tests after each section is administered so the test coordinator can compile a list of make-ups if necessary. For eligible students that have missed any section during administration, the test coordinator or an assigned ESL teacher will administer the specific test each student may need. The same lists generated are used for the Speaking portion. The Speaking portion is administered by another ESL/Bilingual teacher who is not the student's classroom teacher. All testing teachers are given a roster to administer the test and keep attendance to compile a list of any make-ups needed. The bilingual kindergarten teacher, Ms. Perez, administers the 1st grade speaking to all eligible 1st grade students. The 1st grade ESL teacher, Ms. Sjogren, administers the kinder test to all eligible kindergarten students. The 2nd and 3rd grade ESL and Bilingual classroom teachers switch classes to administer to each others classes. The 4th and 5th grade ESL teachers administer the test to eligible students on their opposite grade.
- Any eligible student on every grade not in a designated ESL or Bilingual classroom has the test administered to them by an ESL/Bilingual teacher who does not academically support or teach the child in any way. ESL/Bilingual teachers are to report obsessive absences during the testing window so phone calls or home visits can be done if need be to ensure all students complete all four sections of the NYSESLAT.
- Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
 - Identify 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 count the number of booklets and answer documents; for information on when materials should arrive.
 - o If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID); Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion
 - Staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.
 - To administer the speaking subtest during the administration window, we the following:
 - o Assign a sufficient number of staff and adjust thr school schedule as necessary to ensure that we 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 administration window, we do the following:
 - o Note that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly. o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT- eligible students the reading, listening, and writing subtests.
 - Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested
 - Follow 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. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). In addition, we notify parents of continued entitlement and transitional support through the classroom teacher. The ELL coordinator provides the classroom teacher with the letters to submit to the 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).

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
- ESL instruction is delivered through four separate models in all grades, except 5th which is departmentalized: Self-contained ESL, Transitional Bilingual, pull-out ESL, and push-in ESL. In the ESL and Bilingual classrooms, students are grouped heterogeneously by grade. The push-in and pull-out model is per grade. All ESL self-contained and bilingual classrooms are heterogeneous. The 5th grade is departmentalized, but the ELLs are heterogeneously placed in one section that travel together as a group to a certified ESL teacher for ESL & ELA and supporting teachers for content areas.
- In the TBE classroom Math and Science are taught in the home language according the proficiency levels of the class. HLA is taught everyday, as a subject, during a 45 minute block.
- ESOL / Bilingual and Common Branch teacher who holds both certifications teaches integrated ENL.
- b. TBE program. *If applicable.*
- In grades k-3 students are placed heterogeneously

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)?

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

Transitional Bilingual Education Program

a. Stand Alone ENL -

Entering 1 Unit of Study (180min)

Emerging - .5 Unit of Study in ENL (90 min)

Transitioning - n/a

Expanding - n/a

Commanding - n/a

b. Integrated ENL

Entering - 1 unit of study (180 min)

Emerging - 1 unit of study in ENL/ELA (180 min)

Transitioning - .5 unit of study ENL/ELA (90min)

Expanding - 1 unit of study in ENL/ELA or Content Area (180min)

c. Home Language Arts -

Entering - 1 HLA Class

Emerging - 1 HLA Class

Transitioning - 1 HLA Class

Expanding - 1 HLA Class

d. Bilingual Content Area -

Entering - Minimum of 2

Emerging - Minimum of 2

Transitioning - Minimum of 1

Expanding - Minimum 1

ENL Units of Study

a. ENL Instructional Time

Entering - 2 Units of Study (360 min)

Emerging - 2 Units of Study (360 min)

Transitioning - 1 unit of study (180 min)

Expanding - 1 unit of study (180 min)

Commanding - Former ELLs must continue to receive services for an additional two years.

b. Stand-Alone ENL

Entering - 1 unit of study ENL (180 min)

Emerging - .5 unit of study in ENL (90 min)

Transitioning

Expanding

Commanding

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.

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

In our Bilingual Transitional classrooms math, science, and social studies are taught in both English and Spanish. Our school follows the transitional bilingual model, which starts at first with 75% instruction in Spanish and 25% instruction in English. We then transition to 50% instruction in Spanish and 50% instruction in English. Finally, we transition to 25% instruction in Spanish and 75% instruction in

English. All Bilingual classrooms have all materials in both English and Spanish for all content areas, including math, science and social studies.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are appropriately evaluated in their native language through the Spanish Lab and the assessment program El Sol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition on a monthly basis through informal assessment given by classroom teachers and formally on a monthly or 6-weeks schedule through performance tasks that are common-core aligned. The Fountas and Pinnell assessments are administered and assess Listening, Speaking and Reading. Every month the students are assessed using a Literacy performance task that evaluates, Listening, Speaking, Reading and Writing.
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
 - a.) We currently have two SIFE students in the fifth grade in our school. Some of the services that our SIFEs receive are: the associate model, adopt an at-risk student; extended time services, afterschool/saturday programs, and AIS ESL additional services.
 - b.) Our ELLs who are newcomers to the country receive special attention and support during the beginning stages of their entry. Newcomers are invited to participate in all extracurricular activities, like extended day, after-school, and Saturday school. Newcomers are also given extra support through the Associate model during literacy. All of our Bilingual and ESL teachers are extremely sensitive to the hardships newcomers endure during the beginning stages of their language acquisition. Our teaching staff provides a nurturing and safe environment for all students. Some strategies that classroom teachers use are to pair the student with another student who speaks the newcomer's language or to have the student write in his or her native language and have others verbally translate their responses in the beginning stages. This year, we also have IPADs that our upper grade newcomers have constant access to. We have downloaded verbal translation apps to help our newcomers create written and verbal English responses.
 - c.) We provide ELL students receiving 4-6 years of services, with the same academic rigor as our general education students, but with additional supports from an ESL/Common Branch teacher. In addition, they are invited to our Title III ESL Saturday classes targeted just for ELLs with continued difficulties developing English Proficiency. This Saturday program provides targeted support for ELLs struggling with language acquisition through phonics programs, vocabulary development and opportunities to practice verbal and written English.
 - d.) Our long term ELLs are grouped with our ELLs receiving 4 to 6 years of services. Our Saturday program was created specifically for this subgroup. Through small group instruction and individualized lessons based on each student's specific need, we hope to prepare our **** current long term ELLs to pass the NYSESLAT and gain English proficiency. Each teacher who works with a long term ELL was made aware of the student's situation. These students have been selected to receive extra support through the data inquiry team. In addition, each one of our long term ELLs receives academic intervention in both reading and math.
 - e.) Former ELLs are transitioned into general education classes after reaching proficiency on the NYSESLAT. They are then greatly supported in their continued language development through our associate model and through ESL strategies that have been given to Common Branch teachers. If needed, our former ELL can get support from one of our ESL or Bilingual teachers. We also have an immigrant program on Saturdays that they are welcomed to attend. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

Testing Accommodations

ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT.

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.

- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

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.

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 our school, and parents, 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 is utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. 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.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the

principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents are kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ELL Coordinator in the school, the parent/guardian, and the student. If the principal, based on the recommendation of ELL Coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

Teachers of ELL-SWDs are provided with the standard general education grade-level material. Teachers then support the students using different ESL strategies to increase content and language development. Some of the strategies used are visual aids, manipulatives, smartboards for visual and hands-on approaches, and small group instruction. To ensure that all ELL-SWDs not Freestanding ESL or Transitional Bilingual classrooms receive all services mandated on their IEP, the SPED supervisor, Mr. Frazier, and our ELL supervisor, Mr. Peay contact the appropriate grade level ESL/Bilingual teacher. The teacher will call in the mandated attendance for each ELL-SWD they will service during their 90 minute literacy block daily.

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?

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

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

Chart 5.1 **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 Dually 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.

Chart 5.2 **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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) 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.

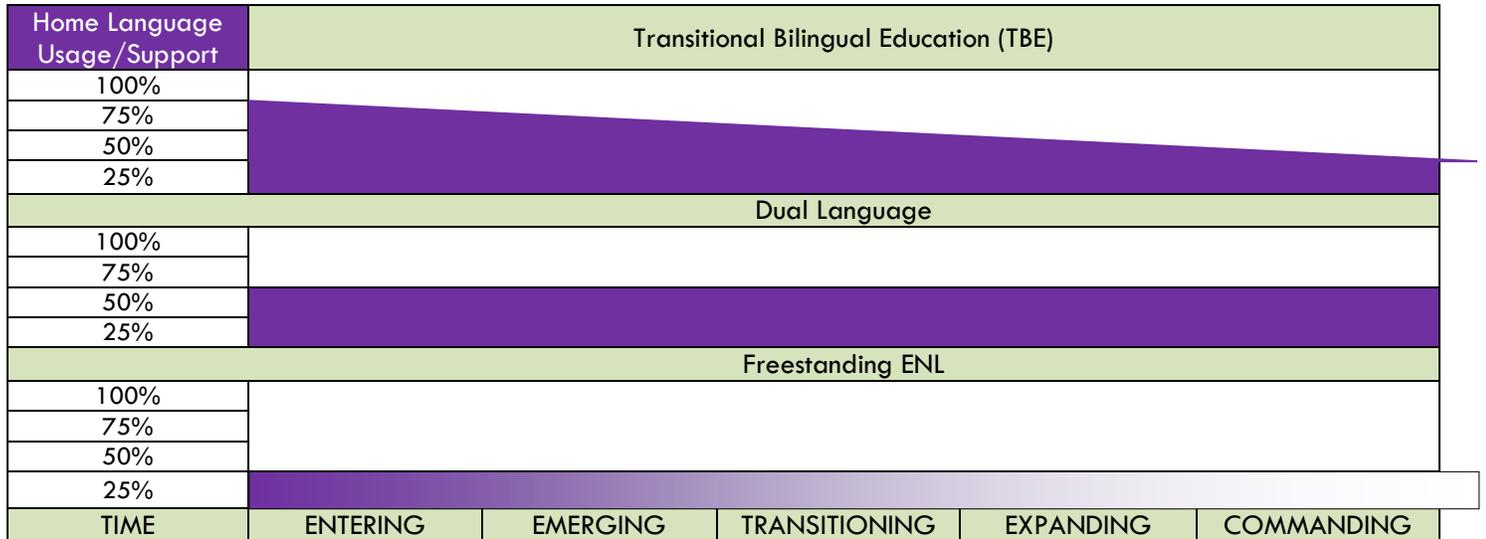


*Note “other approved services” does not apply to New York City at this time.

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. Our targeted intervention programs are: AIS in ELA; AIS in Math; 50 minute program; After-school program; and Saturday program for At-Risk ELLs and Newcomers.
- ELA: Literacy Intervention: Tier I intervention is scheduled for five 90 minutes per week of differentiated instruction. The effectiveness of Tier I is the use of Balanced Literacy through the Associate Model: two teachers provide daily small-group instruction based on common-core aligned material in an inter-related block. During this time reading workshop, writing workshop, and language-word study instruction is provided. Instructional decisions are based on flexible grouping, Common Core Standards, assessments, progress monitoring, benchmarks, rubrics, and data analysis for each student. With two teachers available for 90 minutes, LEP students are able to be given more attention and support in developing English Language proficiency. All instruction is delivered in English with native support when needed for clarification. Tier II intervention is built into the Literacy program, allowing teachers to support ELLs in small groups with ESL strategies and strategic supports for deeper understanding of concepts. During 50 minutes, Tier III intervention is used for at-risk students. Each grade uses this time to increase language development through guided reading. Some of the research-based programs used are: Read Naturally, Rigby (Ells program), Phonics for Reading, Soar to Success, and Foundations. All of these programs serve to support LEP/ELL students in improving proficiency and developing academic skills in literacy (phonics, comprehension, vocabulary, etc.)
- Math: Lower grades have 60 minute math periods five times a week and the upper grades 4th and 5th have 90 minute periods five times a week in English in ESL classes and Spanish/English in Bilingual classes. During this time, tier I and tier II response to intervention groups are formed based on flexible daily grouping based on common core content. Language support is also incorporated during this time for ELLs through visual or kinesthetic small groups. Additional interventions used are Soar to Success Math, Go Math educational games, and Uptown Education (educational software) are used to drive data driven instruction to build conceptual understanding and ensure mastery of skills; and assist in developing the ability to think critically and solve problems based on common core standards.
- Science: Tier I intervention is scheduled within the three 45 minute periods per week through differentiated instruction. The instruction reflects a student centered, problem solving approach to science aligned to Common core standards, benchmarks, assessments, data analysis, and rubrics. Content area guided reading is included 3 times a week. Tier II intervention is implemented in small groups 2 times a week during the day with targeted differentiated instruction. Foss Kits, Uptown Education, Delta Science Modules (grades 3-5), are toolkits used for intervention and re-teaching strategies through technology and hands-on activities designed to target instructional needs.
- Social Studies: Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction aligned with Common Core Standards, assessments, data analysis, progress monitoring, and rubrics. Content area guided reading is included during this targeted instruction to drive comprehension. Small group instruction provides Tier II intervention using additional resources - texts, visuals, Uptown Education - to scaffold re-teaching and support comprehension and academic vocabulary.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs - self-contained ESL and Transitional Bilingual - are extremely effective because they maximize the amount of English language development our ELLs can receive. Certified teachers are able to use ESL strategies throughout the day in all content areas in a safe and comfortable environment for our ELLs. The Associate model allows increased ELLs language development through small groups giving each student more individual attention. Our response to intervention programs address language development and provide students with deeper comprehension, conceptual understanding, and fluency.
12. What new programs or improvements will be considered for the upcoming school year?
- Our Programs will remain the same.
13. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have access to our After-school and Saturday Academy. Saturday Academy, which is funded by Title III and our Immigrant Title III budget, prepares our newcomers, beginners, and struggling language learners who are at-risk of becoming long term ELLs. We are targeting students who have less than one year of ESL services, students who scored at the beginner level on the NYSESLAT and students who have received more than three years of ESL services and are still struggling.
- After-school programs target the same groups of ELLs. Third through Fifth grade meet 4 times a week afterschool with no more than 20 students per class and no less than 15. All instruction is given in English. The programs will prepare students for the NYSESLAT and ELA by developing their English reading, speaking, writing, and listening skills.

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.
- All ESL and Bilingual classrooms, as well as general education classes, are equipped with smartboards. Through the use of technology students are given access to visual aids, notebook and powerpoint presentations, websites, and interactive learning games. The smartboards provide visual aids to develop and support conceptual understanding in all content areas, whether in English or their native language. Currently 32 iPads are used in the upper grades during Literacy period to help newcomers and long term ELLs with interventions and enrichment. 3rd through 5th grade use Achieve 3000 as an additional intervention for our ELLs. We also have dictionaries and NYSESLAT preparation books. Social Studies instructional material used is the Social Studies New York City from Houghton Mifflin Harcourt. Science instructional material comes from Foss Web, which allows for interactive learning. Our Literacy instructional material is from ReadyGen for all grades, which has ELL scaffolding in each lesson for vocabulary and comprehension development. Math instructional material, Go Math! is also from Houghton Mifflin Harcourt, which contains a scaffolding ESL strategies handbook for all classroom teachers. Go Math! is assessible through the internet and smartboard files to further interactive learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language support is delivered through content supplemental materials in our Transitional Bilingual classes. Bilingual textbooks, leveled readers , and workbooks are used to support our students in their native language. In our ESL classes, native support is delivered by partner pairing and translation. Also, most of our ESL teachers are bilingual so students can receive native language support through the teacher as well.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Teachers and our ELL supervisor make sure that all content, material, and support is age appropriate and on grade level. Each student is places based on age in the appropriate grade and resources distributed are per grade.
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).
- Our ESL parents are a very close community. Our PTA and parent coordinator provide assistance in translation and information about our school and community. We encourage parents of newcomers to read in their native language to their child and provide them with instructinal materials on how to prepare their child for the upcoming school year.
19. What language electives are offered to ELLs?
- There are no language electives offered to our student population. We do have offer Transitional Bilingual classes until 3rd grade which offers instruction in English and Spanish. During the state assessments, students have the option of taking the Mathematics and Science in their native language.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

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.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.

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

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

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

This years current PD schedule is as follows:

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

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

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

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

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

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

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

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

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

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

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?

Our ELL parents are extremely active in our school community. They attend our EPIC workshops, come to our ESL and Bilingual classrooms to assist in native instruction (read alouds and sharing in cultural activities.) Our parents participate in sharing multicultural classroom events and holidays. Parent volunteers assist our teachers on field trips. Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education. We have a partnership with EPIC (Every Person Influences Children). EPIC provides workshops in multiple languages which address how parents can help support their children's education. There are a total of ten workshops which cover topics like: "How to use TV wisely", "How to be the best parent", and "How to ensure your child's success in school." Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education.

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.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of our parents by providing them with resources to enhance their child's learning as well as their own language development. We provide parents with counseling on instruction needs, different programs offered, and offering continuing services to assist with informing them of their child's performance.

:

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.

There is no additional information at this time

Part VI: LAP Assurances

School Name: _____**School DBN:** 12X047

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)
Thomas Guarnieri	Principal		10/30/15
Suheil Pimentel	Assistant Principal		10/30/15
Laura Smith	Parent Coordinator		10/30/15
Daliz Vasquez	ENL/Bilingual Teacher		10/30/15
	Parent		
Lori Sjogren/ESL	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
Judith Romney/Literacy	Coach		10/30/15
	Coach		
	School Counselor		
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

C. School Information

District 12	Borough Bronx	School Number 47
School Name John Randolph		

D. 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 Thomas Guarnieri	Assistant Principal Suheil Pimentel
Coach Joann Sgarlata-Math Coach	Coach Judith Romney- Literacy Coach
ENL (English as a New Language)/Bilingual Teacher Daliz Vasquez	School Counselor
Teacher/Subject Area Lori Sjogren- ESL Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Laura Smith
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]	4	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	1132	Total number of ELLs	299	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education	1	1	1	1										0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	299	Newcomers (ELLs receiving service 0-3 years)	270	ELL Students with Disabilities	27
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	28	Long-Term (ELLs receiving service 7 or more years)	1

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	
TBE	91		10							0
DL										0
ENL	182		29	9		3	0		0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 8

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 Spanish	24	25	26	24										0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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): _____	Number of students who speak three or more languages: _____
--	---

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	18	23	26	21	32	22								0
Chinese	1				1	1								0
Russian														0
Bengali	8	5	4	7	6	2								0
Urdu														0
Arabic	1	2	2	10	2									0
Haitian														0
French	1		1											0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2		1		3									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	2	1	3	2									0
Emerging (Low Intermediate)	2	3	1	2	5									0
Transitioning (High Intermediate)	7	9	6	5	6									0
Expanding (Advanced)	36	38	33	24	12									0
Commanding (Proficient)	11	3	17	12	16									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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				2	0	0								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	12	5	22	23	32									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	13	4	0	0
4	17	15	1	0	0
5					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	18	1	13	2	11	0	4	0	0
4	19	0	17	0	2	0	1	0	0
5	25	0	2	0	0	0	0	0	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									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.
 Our school uses the Fountas and Pinnell Assessment to assess the early literacy skills of ELLs in english. The data provides independent and reading instructional levels as well as fluency and comprehension. The data is then used for grouping, instructional planning, and response to intervention (RTI). This data will help drive our school's instructional plan by identifying the students that are most in need of additional language services. Our school also uses several benchmarks throughout the year to assess progress in the development of written English language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITEL Scores for testing this year has been the following for grades k-5. Total number of students tested using NYSITEL was 71. The breakdown of the scores are as follows: K; 1: 7; 2: 2, 3:2, 4:1, 5:2. The majority of the students that took the NYSITEL in Kindergarten were in the advanced levels of the LAB-R (26); 15 scored in the intermediate level; 18 scored within the beginner level. The bulk of the students tested on the LAB-R is in kindergarten and the majority of those tested are eligible to receive ESL services. The data reveals that the majority of our ELL's are classified in the Advance Levels of the NYSESLAT exam consistently after two years of ELL services both through transitional Bilingual programs and ESL freestanding programs. Most of the Advanced level students are reaching those milestones within grades k-2 therefore entering into grades 3-5 with higher English understanding. Overall, students are progressing and achieving those advanced levels and proficient levels on the NYSESLAT. There is however, a disparity between achieving the advanced level scores and the ELA exam. Most, of the students in grades 3 and 4 achieved a level 1 on the ELA exam but it was comparable to their monolingual counterparts taking the same test. Students in grades 3, 4 achieved levels 1 and 2 on the Math Exam (Native Language Math was not available in these areas to assess). There is a higher percentage of ELL's scoring levels 2 in grade 3 as opposed to their counterparts (mathematics) this may be due to the Transitional Bilingual Program that works with students in both languages and facilitates the process by which students choose the language that they will be tested in. Note that the Science Exam also shows that ELL's perform higher achieving levels 3 and 4 at about 50% rate.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PS 47 the Annual Measurable Achievement Objectives for targets

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Historically the ELL population within the school has always shown growth with the NYSESLAT Proficiency Assessment. We have noticed an increase within the Advanced Levels in all grades. However, the ELA scores show that ELL's are having difficulty with attaining passing levels with the New Common Core Test this is not subjected to the ELL population in isolation. The data also reveals that the third grade ELL population achieve passing leveles at a higher rate than the 4th and 5th grade. Again, this can be due to the 3rd grade bilingual program which supports students with their Native Language. At this moment there is no data available to compare tests taken in Native Language vs. tests not taken in Native Language. Not Applicable for B and C.

13. 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.*]

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

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

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

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

A child's second language is considered in instructional decisions by providing scaffold language and opportunities to respond. Scaffold language includes paraphrasing key words, provide opportunities to extend answers, use familiar synomyns and antonyms, and provide further language support to explain aspects that require refinement. We do ensure that we have intensive reading interventions during guided reading for 30 minutes three times a week and 50 minutes two times a week. Teachers work in teacher teams to analyze and adjust curriculum to provide multiple entry points for language learners. We provide targeted support to ALL learners during our guided programs that specifically focuses on building vocabulary, oral communication, and foundational skills.

The NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific standards at the corresponding grade-band level. Linguistic Demands are derived from the New Language Arts Progressions and the Bilingual Common Core Initiative.

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs). The ToMs are for assessment purposes only. Classroom based curriculum instruction and formative assessment are based on the bilingual progressions.

At the beginning/entering level, Transitional Bilingual Education students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English - 40:60, 50:50, 75:25.

The school and classroom teachers consider that ELLs vary widely in the level of formal schooling they have had in their native languages. The degree of native-language formal schooling affects not only native language proficiency—specifically, literacy in the native language—but also the level of contentarea skills and knowledge.

ELLs come from a wide range of cultural backgrounds, and cultural differences may place ELLs at a disadvantage in a standardized testing. Lack of familiarity with mainstream American culture, for example, can potentially have an impact on instruction and test scores for ELLs.

15. For dual language programs, answer the following:

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

N/A

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

We evaluate our success of our ELL programs by comparing our state exam scores school wide with other monolingual classrooms as well as comparing our state scores with other schools in our district. We also look at monthly assessments school wide and compare our ELLs to monolingual classes on the same grade to ensure grade level progress. We use the NYSESLAT results to measure growth from year to year for individual students and grades to help with instructional and material decisions. Our team also takes a look analyzes student writing on summative writing performance tasks to determine if strategies implented are having a value added impact on student outcomes. Finally, we also analyze individual student quarterly reading assessments in grades 3-5 to determine whether students are achievieng consistently toward our common core implented curriculum and if students are performing to those standards. If they are not, the ELL team discuss strategies that can be utilized to increase student performance in those areas. As a whole, our ELLs tend to outperform most of the district and as a result we believe our programs are very successful.

Part IV: ELL Identification Process

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

14. 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.

A uniform identification procedure is used with all students enrolling at our school in order to ensure an equitable standard based bilingual and ESL educational service. The procedure used to identify LEP/ELL students is as follows:

1. When a parent comes into our school an informal interview is conducted to assess their native language
 2. Oral Interview is conducted to assess the student in both English and the home language. Developmental questions are asked of the student to assess their language.
 3. Review student’s prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, schools may use age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners
 - We find the appropriate pedagogue that speaks that language.
 - The assigned pedagogues and availability schedules are as follows:
- Ms. Vasquez, Teacher (Spanish) - 8:00am to 9:00am
 Ms. DeGennero, Teacher (Italian) - 8:00am to 9:00am
 Ms. Mikhail, Teacher (Arabic) - 8:30am to 9:30am
 Ms. Gomez, Teacher (Spanish) - 9:00am to 10:00am
 Mr. Torres, Teacher (Spanish) - 10:00am to 11:00
 Mr. Rahman, Teacher (Arabic, Bengali, Urdu) - 8:00am to 2:00pm

The Home Language Identification Survey (HLIS) is administered by the assigned pedagogue. The general guideline for determining if a student may be an ELL is based on the responses to 8 critical questions on the HLIS. The HLIS indicates whether or not a student is eligible for further evaluation. Next, the student’s academic history is reviewed and assessed by the ESL Coordinator. Within 10 school days, the Test Coordinator administers the NYSITEL, which determines the students’ English proficiency level. The Spanish LAB-R is administered by the following certified Bilingual classroom teachers:

- Kindergarten and First Grade - Ms. Perez, Teacher
- 2nd Grade - Ms. Gomez
- 3rd, 4th, and 5th Grade - Ms. Vasquez, Teacher

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

1. Transitional Bilingual Education Program
2. Freestanding English as a Second Language program
3. ESL push in/pull out program

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

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

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

2nd Grade - Ms. Gomez, Bilingual, Ms. Matamoros, ESL

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

4th Grade - Ms. McKenna, ESL

5th Grade - Mr. Sjogren, ESL

The ESL Coordinator administers the Speaking, Listening, Reading and Writing to ELL, individually or in small group, to students in all grades, that are not in self-contained ESL or Transitional Bilingual classrooms. The ESL Coordinator also administers the NYSITEL to students to ensure that we are placing students correctly into each program as stated by the results of this test. Every year when the scores become available in August, our ESL Coordinator along with the ESL Coordinator analyzes the data and make sure each child is properly placed for the upcoming school year based on their NYSESLAT results. Students who score at the Beginning, Intermediate, Advanced level are Limited English Proficient and are entitled to continued services. Our students who score at the beginning level of the NYSESLAT will be chosen for Academic Intervention Services and are the first to be invited to afterschool and Saturday school programs. Students who score at the Proficient Level are not Limited English Proficient and enter a general education program. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students.

Spanish speaking students that tested "Entitled" based on the NYSITELL results, are administered the Spanish LAB.

15. 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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey where the parent is asked to indicate prior schooling. Once a student is enrolled in our school a host of baseline assessments are administered. Within 30 school days from initial enrollment we make 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. In Bilingual classes these assessments are also administered in Native Language to better assess the students and the student's progress in their native language. After careful review of baseline measures, another parent interview is conducted in which the classroom teacher gains additional information regarding the school history (if any) of the student. Using these measures, we immediately proceed with the SIFE Identification Process for Newly Identified ELLs. During this process, we administer the oral interview questionnaire, then we administer the Literacy Evaluation for Newcomer SIFE (LENS). Once SIFE has been confirmed we indicate SIFE status on the DOE's data collection systems no later than 30 days from initial enrollment on the BNDC screen.

16. 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).

A newly enrolled student with an IEP is immediately flagged by the office staff and IEP is sent directly to our LPT members which include: Based on the information on the IEP and parent information the LPT will convene to discuss whether a student should take the NYSITEL. In making this determination the following are considered: review of the student's history of their home language, dominant language at school, evidence of the student's English language development, and results of the student's individual evaluation. The LPT makes a determination as to whether the student may have a language acquisition need or whether the student's disability is affecting whether the student can demonstrate proficiency in English (written and read).

The principal must accept or reject 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. Additionally, the parent or guardian must be 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. Within 5 calendar school days following the administration of the NYSITELL, the students is placed in an ELL program.

The LPT shall be minimally compromised of:

Suheil Pimentel, Assistant Principal/ELL Coordinator
Yvette Vargas, Speech Teacher
Daliz Vasquez, Bilingual Teacher
Stephen Frazier, Assistant Principal/Special Education Coordinator
Student's parent

A qualified interpreter or translator of the language or mode of communication the parent or person in parental relation best understands.

17. 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.

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

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). The entitlement and non entitlement letters are printed from the DOE intranet in the parent's preferred language and sent home.

18. 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).

Beginning in the 2015-16 school year, 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 The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.
- Parents are notified in their right to appeal the ELL status within 45 days on the entitlement letter in their preferred language. The ELL Coordinator distributes the letters to the parents and then all signed correspondence is filed in the student's cumulative folder and a copy is kept in a binder.

19. 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.

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

20. 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.

During our parent orientation meeting parents are informed of their choices of placement. We discuss the ENL freestanding programs, Bilingual programs, and Dual Language Programs (although not offered at our school). We provide a Parent Survey with a Parent Selection Form in the parent's preferred language, where parents can indicate their preference. Within 5 calendar days, the parent must complete and sign the form. Usually, during the registration process the parent also meets with either the testing coordinator or an ENL staff member and makes that selection.

21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained in ATS and binders.
22. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined, the ELL coordinator, notifies parents through a placement letter (in parent's preferred language) indicating the program their child has been placed in.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation can be found in selected binders and folders within the ENL supervisors office. ELL documentation is also filed in the students cumulative record.
24. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure all four components of the NYSESLAT are administered the test coordinator follows these procedures. First, the test coordinator runs the RLER report in ATS to compile a list of eligible students. The RSPE, test modifications report, is also run to identify specific testing modifications for our ELL-SWDs. The test coordinator then creates lists of all eligible students using the ROCL reports, by grade, that are entitled to take the NYSESLAT. All Freestanding ESL and Transitional Bilingual teachers are assigned, by appropriate grade level, to administer the Reading, Writing, and Listening section to their class at a designated time by the test coordinator during the two week testing window. Each teacher is provided the correct number of tests along with an attendance roster. All attendance rosters are collected with the tests after each section is administered so the test coordinator can compile a list of make-ups if necessary. For eligible students that have missed any section during administration, the test coordinator or an assigned ESL teacher will administer the specific test each student may need. The same lists generated are used for the Speaking portion. The Speaking portion is administered by another ESL/Bilingual teacher who is not the student's classroom teacher. All testing teachers are given a roster to administer the test and keep attendance to compile a list of any make-ups needed. The bilingual kindergarten teacher, Ms. Perez, administers the 1st grade speaking to all eligible 1st grade students. The 1st grade ESL teacher, Ms. Sjogren, administers the kinder test to all eligible kindergarten students. The 2nd and 3rd grade ESL and Bilingual classroom teachers switch classes to administer to each others classes. The 4th and 5th grade ESL teachers administer the test to eligible students on their opposite grade.
Any eligible student on every grade not in a designated ESL or Bilingual classroom has the test administered to them by an ESL/Bilingual teacher who does not academically support or teach the child in any way. ESL/Bilingual teachers are to report obsessive absences during the testing window so phone calls or home visits can be done if need be to ensure all students complete all four sections of the NYSESLAT.
 - Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school.
 - Identify 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 count the number of booklets and answer documents; for information on when materials should arrive.
 - o If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID); Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion
 - Staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.
 - To administer the speaking subtest during the administration window, we the following:
 - o Assign a sufficient number of staff and adjust the school schedule as necessary to ensure that we 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 administration window, we do the following:
 - o Note that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly. o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests.

- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested
- Follow 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.

25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). In addition, we notify parents of continued entitlement and transitional support through the classroom teacher. The ELL coordintaor provides the classroom teacher with the letters to submit to the parents.
26. 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).

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

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

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).

d. Freestanding ENL program.

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

In the TBE classroom Math and Science are taught in the home language according the proficiency levels of the class. HLA is taught everyday, as a subject, during a 45 minute block.

ESOL / Bilingual and Common Branch teacher who holds both certifications teaches integrated ENL.

e. TBE program. *If applicable.*

In grades k-3 students are placed heterogeneously

f. DL program. *If applicable.*

22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

Transitional Bilingual Education Program

a. Stand Alone ENL -

Entering 1 Unit of Study (180min)

Emerging - .5 Unit of Study in ENL (90 min)

Transitioning - n/a

Expanding - n/a

Commanding - n/a

b. Integrated ENL

Entering - 1 unit of study (180 min)

Emerging - 1 unit of study in ENL/ELA (180 min)

Transitioning - .5 unit of study ENL/ELA (90min)

Expanding - 1 unit of study in ENL/ELA or Content Area (180min)

c. Home Language Arts -

Entering - 1 HLA Class

Emerging - 1 HLA Class

Transitioning - 1 HLA Class

Expanding - 1 HLA Class

d. Bilingual Content Area -

Entering - Minimum of 2

Emerging - Minimum of 2

Transitioning - Minimum of 1

Expanding - Minimum 1

ENL Units of Study

a. ENL Instructional Time

Entering - 2 Units of Study (360 min)

Emerging - 2 Units of Study (360 min)

Transitioning - 1 unit of study (180 min)

Expanding - 1 unit of study (180 min)

Commanding - Former ELLs must continue to receive services for an additional two years.

b. Stand-Alone ENL

Entering - 1 unit of study ENL (180 min)

Emerging - .5 unit of study in ENL (90 min)

Transitioning

Expanding

Commanding

23. 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.

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

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

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

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

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

ELLs are appropriately evaluated in all four modalities of English acquisition on a monthly basis through informal assessment given by classroom teachers and formally on a monthly or 6-weeks schedule through performance tasks that are common-core aligned.

The Fountas and Pinnell assessments are administered and assess Listening, Speaking and Reading. Every month the students are assessed using a Literacy performance task that evaluates, Listening, Speaking, Reading and Writing.

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

f. SIFE

g. Newcomer

h. Developing

i. Long Term

j. Former ELLs up to two years after exiting ELL status

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

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

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

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

reading and math.

e.) Former ELLs are transitioned into general education classes after reaching proficiency on the NYSESLAT. They are then greatly supported in their continued language development through our associate model and through ESL strategies that have been given to Common Branch teachers. If needed, our former ELL can get support from one of our ESL or Bilingual teachers. We also have an immigrant program on Saturdays that they are welcomed to attend. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a new language (90 minutes per week) and are eligible for certain specified testing accommodations.

Testing Accommodations

ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT.

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

27. 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.

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 our school, and parents, 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 is utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
 - A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. 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.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents are kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the ELL Coordinator in the school, the parent/guardian, and the student. If the principal, based on the recommendation of ELL Coordinator and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

28. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Teachers of ELL-SWDs are provided with the standard general education grade-level material. Teachers then support the students using different ESL strategies to increase content and language development. Some of the strategies used are visual aids, manipulatives, smartboards for visual and hands-on approaches, and small group instruction. To ensure that all ELL-SWDs not Freestanding ESL or Transitional Bilingual classrooms receive all services mandated on their IEP, the SPED supervisor, Mr. Frazier, and our ELL supervisor, Mr. Peay contact the appropriate grade level ESL/Bilingual teacher. The teacher will call in the mandated attendance for each ELL-SWD they will service during their 90 minute literacy block daily.
29. 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?
- The majority of our language learners in special education are in the general education classrooms and are pulled out for related services. These students being part of the general education classroom, allows ESL students with special needs to have the maximum times spent with their general education peers, in turn exposes them to grade appropriate materials and behavior. However, some of our special education students are in Self-Contained classrooms or Integrated Co-Teaching (ICT) based on their individual education plan (IEP). If a student is entitled to ESL, the child receives these services regardless of their classroom placement. Our ESL teachers serve the students in both the ESL self-contained classrooms and also pull-out students from Special Education self-contained classrooms. This ensures that the students are receiving the best support and specially tailored differentiated instruction in the least restrictive environment.
- The Integrated Co-Teaching Teachers implement differentiated instruction based on the needs of these students on a daily basis. These teachers use the students' data (from test scores, classroom activities, monthly assessments, teacher observations and teacher-student conferencing) both to modify the instruction according to the students' learning styles and academic needs, implement academic intervention and enrichment, when necessary. These practices are shared and lessons are designed in conjunction with the ESL supervisor, who makes sure all mandated hours are met. In addition, teachers of special needs

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

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*
Chart	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(u) 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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

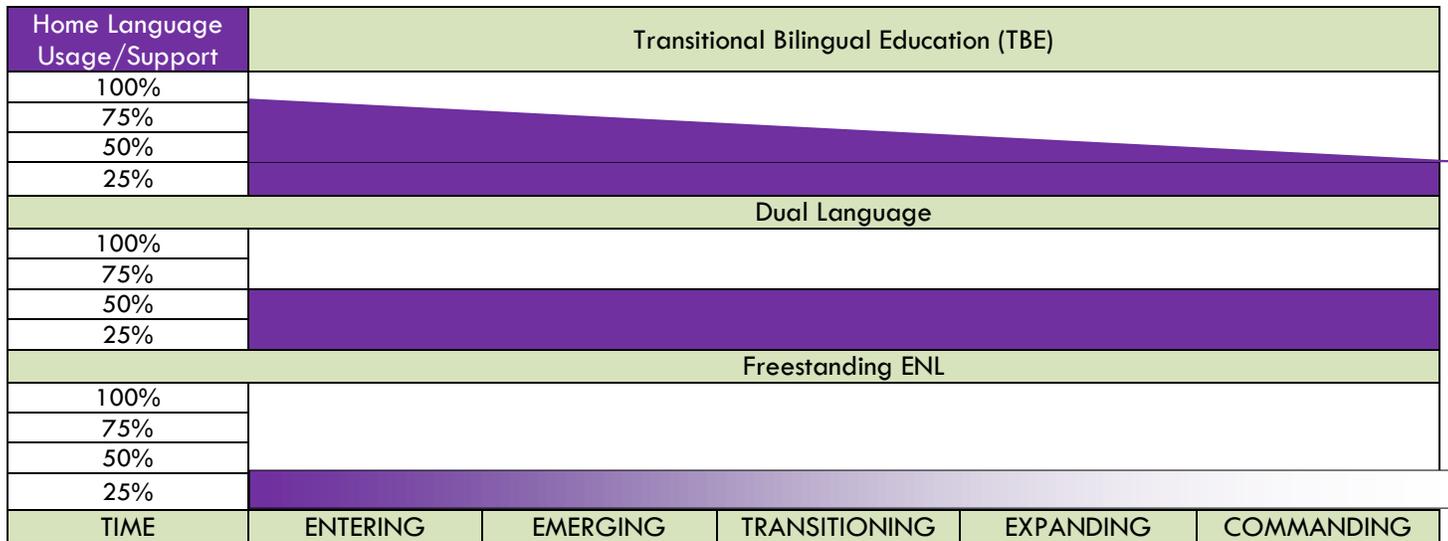


*Note: “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. Our targeted intervention programs are: AIS in ELA; AIS in Math; 50 minute program; After-school program; and Saturday program for At-Risk ELLs and Newcomers.
- ELA: Literacy Intervention: Tier I intervention is scheduled for five 90 minutes per week of differentiated instruction. The effectiveness of Tier I is the use of Balanced Literacy through the Associate Model: two teachers provide daily small-group instruction based on common-core aligned material in an inter-related block. During this time reading workshop, writing workshop, and language-word study instruction is provided. Instructional decisions are based on flexible grouping, Common Core Standards, assessments, progress monitoring, benchmarks, rubrics, and data analysis for each student. With two teachers available for 90 minutes, LEP students are able to be given more attention and support in developing English Language proficiency. All instruction is delivered in English with native support when needed for clarification. Tier II intervention is built into the Literacy program, allowing teachers to support ELLs in small groups with ESL strategies and strategic supports for deeper understanding of concepts.
- During 50 minutes, Tier III intervention is used for at-risk students. Each grade uses this time to increase language development through guided reading. Some of the research-based programs used are: Read Naturally, Rigby (Ells program), Phonics for Reading, Soar to Success, and Foundations. All of these programs serve to support LEP/ELL students in improving proficiency and developing academic skills in literacy (phonics, comprehension, vocabulary, etc.)
- Math: Lower grades have 60 minute math periods five times a week and the upper grades 4th and 5th have 90 minute periods five times a week in English in ESL classes and Spanish/English in Bilingual classes. During this time, tier I and tier II response to intervention groups are formed based on flexible daily grouping based on common core content. Language support is also incorporated during this time for ELLs through visual or kinesthetic small groups. Additional interventions used are Soar to Success Math, Go Math educational games, and Uptown Education (educational software) are used to drive data driven instruction to build conceptual understanding and ensure mastery of skills; and assist in developing the ability to think critically and solve problems based on common core standards.
- Science: Tier I intervention is scheduled within the three 45 minute periods per week through differentiated instruction. The instruction reflects a student centered, problem solving approach to science aligned to Common core standards, benchmarks, assessments, data analysis, and rubrics. Content area guided reading is included 3 times a week. Tier II intervention is implemented in small groups 2 times a week during the day with targeted differentiated instruction. Foss Kits, Uptown Education, Delta Science Modules (grades 3-5), are toolkits used for intervention and re-teaching strategies through technology and hands-on activities designed to target instructional needs.
- Social Studies: Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction aligned with Common Core Standards, assessments, data analysis, progress monitoring, and rubrics. Content area guided reading is included during this targeted instruction to drive comprehension. Small group instruction provides Tier II intervention using additional resources - texts, visuals, Uptown Education - to scaffold re-teaching and support comprehension and academic vocabulary.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current programs - self-contained ESL and Transitional Bilingual - are extremely effective because they maximize the amount of English language development our ELLs can receive. Certified teachers are able to use ESL strategies throughout the day in all content areas in a safe and comfortable environment for our ELLs. The Associate model allows increased ELLs language development through small groups giving each student more individual attention. Our response to intervention programs address language development and provide students with deeper comprehension, conceptual understanding, and fluency.
32. What new programs or improvements will be considered for the upcoming school year?
- Our Programs will remain the same.
33. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ELLs have access to our After-school and Saturday Academy. Saturday Academy, which is funded by Title III and our Immigrant Title III budget, prepares our newcomers, beginners, and struggling language learners who are at-risk of becoming long term ELLs. We are targeting students who have less than one year of ESL services, students who scored at the beginner level on the NYSESLAT and students who have received more than three years of ESL services and are still struggling.
- After-school programs target the same groups of ELLs. Third through Fifth grade meet 4 times a week afterschool with no more than 20 students per class and no less than 15. All instruction is given in English. The programs will prepare students for the NYSESLAT and ELA by developing their English reading, speaking, writing, and listening skills.

35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- All ESL and Bilingual classrooms, as well as general education classes, are equipped with smartboards. Through the use of technology students are given access to visual aids, notebook and powerpoint presentations, websites, and interactive learning games. The smartboards provide visual aids to develop and support conceptual understanding in all content areas, whether in English or their native language. Currently 32 iPads are used in the upper grades during Literacy period to help newcomers and long term ELLs with interventions and enrichment. 3rd through 5th grade use Achieve 3000 as an additional intervention for our ELLs. We also have dictionaries and NYSESLAT preparation books. Social Studies instructional material used is the Social Studies New York City from Houghton Mifflin Harcourt. Science instructional material comes from Foss Web, which allows for interactive learning. Our Literacy instructional material is from ReadyGen for all grades, which has ELL scaffolding in each lesson for vocabulary and comprehension development. Math instructional material, Go Math! is also from Houghton Mifflin Harcourt, which contains a scaffolding ESL strategies handbook for all classroom teachers. Go Math! is assessible through the internet and smartboard files to further interactive learning.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language support is delivered through content supplemental materials in our Transitional Bilingual classes. Bilingual textbooks, leveled readers , and workbooks are used to support our students in their native language. In our ESL classes, native support is delivered by partner pairing and translation. Also, most of our ESL teachers are bilingual so students can receive native language support through the teacher as well.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Teachers and our ELL supervisor make sure that all content, material, and support is age appropriate and on grade level. Each student is places based on age in the appropriate grade and resources distributed are per grade.
38. 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).
- Our ESL parents are a very close community. Our PTA and parent coordinator provide assistance in translation and information about our school and community. We encourage parents of newcomers to read in their native language to their child and provide them with instructinal materials on how to prepare their child for the upcoming school year.
39. What language electives are offered to ELLs?
- There are no language electives offered to our student population. We do have offer Transitional Bilingual classes until 3rd grade which offers instruction in English and Spanish. During the state assessments, students have the option of taking the Mathematics and Science in their native language.
40. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A:

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
6. 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?
Paste response to question here:
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
8. 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.

Throughout the year, ESL/Bilingual teachers receive numerous amounts of out of school professional development, which is then turn keyed with ESL/Bilingual team. This year, teachers are focusing on aligning content areas to common core standards and the use of technology to drive instruction. Some of the professional developments attended this year are: How to Use Achieve 3000 as intervention; new ESL coordinator, RTI for ELLs. Teachers also use EngageNY.com to obtain videos about Common Core Standards and data driven instruction. This year our goal is for each ESL/Bilingual teacher to receive three professional development courses outside of school that they will be able to turn key to all staff. The ESL/Bilingual teachers also meet once a month to discuss best practices and share effective strategies. Teachers of ELLs are also receiving in-school professional development aligned with Common Core standards twice a month. Common branch teachers are also invited to multiple workshops outside of school annually to learn more about ESL strategies. This year some common branch teachers in 3rd, 4th and 5th were invited to the Achieve 3000 session in-house. Our 5th grade ESL staff receives annual training on how to assist parents in filling out the middle school choice forms. We are also visited by multiple middle schools to discuss how to best prepare elementary students for middle school. Each year, students have the opportunity to meet with advisors from numerous middle schools during 5th grade assemblies. Each year our ELL supervisor, with assistance from ESL teachers, hold multiple professional development sessions on how to properly identify and support ELLs in their classroom. Sessions provide teachers with ESL strategies, how enrich vocabulary, and how to effectively differentiate instruction for all learners. Every teacher attends these sessions. Attendance is taken and recorded by the ELL supervisor. Both the agendas and attendance are kept in our school PD binder each year.

This years current PD schedule is as follows:

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

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

Morando

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

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

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

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

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

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

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

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

G. Parental Involvement

7. 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?

Our ELL parents are extremely active in our school community. They attend our EPIC workshops, come to our ESL and Bilingual classrooms to assist in native instruction (read alouds and sharing in cultural activities.) Our parents participate in sharing multicultural classroom events and holidays. Parent volunteers assist our teachers on field trips. Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education. We have a partnership with EPIC (Every Person Influences Children). EPIC provides workshops in multiple languages which address how parents can help support their children's education. There are a total of ten workshops which cover topics like: "How to use TV wisely", "How to be the best parent", and "How to ensure your child's success in school." Translation services are provided if necessary by one of our Bilingual teachers or assigned pedagogues listed in Part IV, 1. If in-school translation services are not available the over-the-phone interpretation services, 718-752-7373, will be called to assist our parents in their native language. When known in advance of a native language our assigned pedagogues do not speak, on-site interpretation can be requested by completing a Interpretation Request Form and emailing it to the translation office. If workshop documents need translation and our assigned team is unable to assist we would reach out in advance of the workshop to the document translation services provided by the Department of Education.

8. 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.
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
11. How do you evaluate the needs of the parents?
We use our parent surveys, talk our PTA, and communicate with our Parent Coordinator to evaluate the needs of the parents. Our parental involvement activities address the needs of the parents by always offering translation services in every activity, showing parents how to best help their children become successful learners, and making parents aware of every state exam their child will take throughout the years at P.S. 47
12. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of our parents by providing them with resources to enhance their child's learning as well as their own language development. We provide parents with counseling on instruction needs, different programs offered, and offering continuing services to assist with informing them of their child's performance.
- :

H. 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.
There is no additional information at this time

Part VI: LAP Assurances

School Name: _ **School DBN:** 12X047

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)
Thomas Guarnieri	Principal		10/30/15
Suheil Pimentel	Assistant Principal		10/30/15
Laura Smith	Parent Coordinator		10/30/15
Daliz Vasquez	ENL/Bilingual Teacher		10/30/15
	Parent		
Lori Sjogren/ESL	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
Judith Romney/Literacy	Coach		10/30/15
	Coach		
	School Counselor		
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **12X047** School Name: **PS 47**
Superintendent: **Rafaela Espinal**

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.learn DOE.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

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.

We assess our schools written translation and oral interpretation needs through our translation team surveying the community and analyzing the HLIS and Parent Language Codes in ATS. In the beginning of the year, through our various Grade Open House parent meetings, we let all parents know that we have a translation team. Within 30 (thirty) days of a student's enrollment (or, for students already enrolled, by a date and procedure to be determined by the Office of Teaching and Learning) the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department.

At any point during upcoming parent meetings, parent/teacher conferences and/or notices going home we will provide the necessary assistance to accommodate interpretation needs. All staff members are provided information on the Translation Policy and the New York City Translation phone number, which will translate messages in any language as needed. We have a staff of three pedagogues and two paraprofessionals who edit, discuss, and work together to ensure that all parents are provided with appropriate and timely information. We collaborate closely with our PTA President and our Parent Coordinator to ensure that all parental translation needs are being addressed. The Translation team meets monthly or as needed to develop school wide language access initiatives. In addition, parents and their students that are new to our schools, complete the Home Language Identification Survey where they indicate their preferred language. This information is also found in ATS, and on emergency cards, along with all other parents at our schools. This information is used to communicate with the parents using their preferred language. Our IEP students' parents are asked their preferred language of communication during the initial evaluation meeting and annual meetings.

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.

The major findings we discovered of our schools written translation and oral interpretation needs are since 2013 to 2015 our Hispanic student population has increased from 60% to 67%. Our Asian student population, which includes our Arabic and Bengali speaking students has increased from 7% to 9%. At the beginning of the year, home surveys are distributed to parents. When receiving these surveys back at the school we are able to determine and accommodate all parents with written communication in their language of preference. We communicated these findings to our school community through our Grade Open House parent meetings. Our translation team reported the survey findings to the school administration, office staff and teachers.

Part B: Creating a Communications Calendar

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.)

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

2. 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.

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

Part C: Providing Language Assistance Services

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.

After assessing and analyzing the translation needs of our school, the translation team and the principal will ensure that all staff are aware of the translation services provided in-house by school staff. The translation team will meet once a month to proactively prepare for translations of documents to parents. In the event that a document needs to be translated before the team meets, the school secretary will ask that the Language Access Coordinator assign the translation to member of the team, an in-house school staff.

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.

During open school night, parent teacher conferences and parent meetings, for low incidence languages at our school the Translation and Interpretation Services will be contact for over the phone assistance. Our school has in house staff that translates for families and other stakeholders in the community. In some cases, where a staff member will not be available to translate, and on site interpreter, from an outside vendor will be requested.

Part D: Training Staff on Policies and Procedures

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.)

The Language Access Coordinador will provide training for all staff who communicate directly with families that speak a language other than English, on how and when to access oral language assistance, how to work with interpreters, how to communicate effectively and with individuals with Limited English. Also the office support staff will be provided with the T&I brochures that were distributed to families. All staff will become familiar with the Language Plam Card and what the purpose of these are at a staff meeting/Professional Development Day.

Part E: Providing Notice of Language Assistance Services

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 require 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 near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our school's safety plan consists of procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. In the event that we have parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

Part F: Monitoring and Quality Control

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

Our school will gather feedback from parents on the quality and availability of services through a parent survey made available to parents in their preferred language, during the fall parent meetings, and in the spring parent meeting. The survey will also be made available on our school's website in all of the covered languages.