2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: P.S. 147 ISAAC REMSEN

Principal: SANDRA NOYOLA
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 147 Isaac Remsen</th>
<th>School Number (DBN):</th>
<th>14K147</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>331400010147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Elementary Pre-K to Five</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>325 Bushwick Avenue, Brooklyn, NY 11206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 497 0326</td>
<td>Fax:</td>
<td>718-628-4988</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jahaira Falero</td>
<td>Email Address:</td>
<td><a href="mailto:jfalero@schools.nyc.gov">jfalero@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Sandra Noyola</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Mark Levine</td>
<td>Parents’ Association President:</td>
<td>Paul Hogan</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Shannon Ham</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Lourdes Santiago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Roberto Serrano</td>
<td></td>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>14</th>
<th>Superintendent:</th>
<th>Alicja Winnicki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>215 Heyward St, Brooklyn, NY 11206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:awinnic@schools.nyc.gov">awinnic@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 302 7689</td>
<td>Fax:</td>
<td>718 302 7977</td>
</tr>
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</table>

### Field Support Center (FSC)

| FSC: | Brooklyn North Field Support Center | Executive Director: | Bernadette Fitzgerald |  |  |
|------|-------------------------------------|---------------------|----------------------|  |  |
Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201
Executive Director’s Email Address: BFitze2@schools.nyc.gov
Phone Number: 347-225-5119
Fax: 718-935-4456
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Noyola</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mark Levine</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Paul Hogan</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Nelida Rodriguez</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Shannon Ham</td>
<td>Member/Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Joyann Reid</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Tess Leavay</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Jennifer Grimm</td>
<td>Member/ Elected UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Annamaria Lepore</td>
<td>Member/ ElectedUFT</td>
<td></td>
</tr>
<tr>
<td>Melissa Villalon</td>
<td>Member/ ElectedUFT</td>
<td></td>
</tr>
<tr>
<td>Brenda Rivera</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Jessica Ralli</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Lara Warren</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>John White</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Stacy Grenia</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td>Nelida Rodriguez</td>
<td>Member/ Elected Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of Public School 147 is to provide authentic learning experiences that foster the development of the “whole” child. By creating a child centered environment that utilizes workshop model teaching while serving and supporting individual needs and learning styles we will improve student achievement. We are committed to building a caring community of learners that work hard to excel, where the entire school community works collaboratively to ensure all its members grow as learners.</td>
</tr>
</tbody>
</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 147K is an elementary school located in East Williamsburg section of Brooklyn, New York. Presently, there are 375 students enrolled at our school beginning in Pre-Kindergarten through Grade 5.

The Vision of Public School 147 is to create a caring community of learners that values diversity, equity, and life-long learning. Through reflection and the sharing of ideas, teachers, parents, and staff will work collaboratively to ensure that each individual achieves his/her fullest potential. We believe individuals learn best in a nurturing environment where language, culture, and individual differences are celebrated. Through authentic learning experiences, students will become independent lifelong learners who think creatively, critically and analytically. We want to empower our students with the dispositions and abilities needed to build a better society. The school community is committed to ensuring all students achieve high levels of success by establishing clear expectations within a standards-based curriculum that strives for rigor in all aspects of teaching and learning.

Our rigorous instruction, informed by student data, and school activities are planned with the success of each child in mind in order to improve student achievement. We are a Teachers College Reading and Writing Project school. Classroom teachers work collaboratively alongside Staff Developers, Literacy Specialist, and School Building Leaders. Teachers share best instructional practices geared towards ensuring that our students meet the expectations of the Next Generation Standards. Teachers collaboratively examine the units of study in order to customize the academic materials. Teachers are identifying learning gaps and adjusting curricula and pedagogy to improve student achievement and create a supportive environment. As a collaborative community, teachers create data-informed scaffolds to support our students through small group instruction that is targeted to meet their individual needs. Our instructional program engages students with arts experiences in visual thinking strategies, music, physical education and wellness programs. Students investigate and explore Mathematics using the “Go Math” program.

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

Our school recognizes that in order to meet the diverse needs of our students and families, our role should expand beyond traditional definitions of teaching and learning. Through the Leader In Me (7 habits) program, we actively seek opportunities for student social, emotional, and academic growth. We are committed to the well-being of the “whole child” and support our students through our unique Character Education Program. During weekly periods and assemblies, classes explore topics through children’s literature including: building community, being team members, showing responsibility, cooperation, self-control, telling the truth, making problems smaller, staying safe, and never giving up.
3. Describe any special student populations and what their specific needs are.

We will provide rigorous instruction through our units of study across the content areas. We will use the workshop framework, to teach explicit mini lessons, inquiry based learning and offer differentiated, small group instruction in varying modalities to increase student understanding, engagement, and achievement. We will continue the "Johnny Can Spell" program to support phonemic awareness and oral language development. In response to specific areas of need, we will use Response to Intervention to scaffold instruction and support academic needs. We will implement Engageny, NYReady, strategies, as well as incorporate Project Based Learning within a student centered classroom to continue improving success for struggling students, including but not limited to ENLs, students with disabilities, and students performing in the lowest third. This will enable us to continue addressing gaps in student performance leading to an increase in overall achievement.

4. Identify 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.

A key area of focus for PS147 this year is to increase academic vocabulary, so that it helps build comprehension, oral language and elaboration in both reading and mathematics.

Our C.E.P goals are designed to help us meet the instructional needs of our students. Our collective goal is to strive towards ensuring that our students are strong readers, writers, and mathematicians and that the work in our classrooms (Pre-K-5) shows transference into improved outcomes on State Assessments and content area curricula, as well as applying the skills to real life situations. Attendance is also an area of focus for our school community with a current average of 95%. Our goal is to continue improving our attendance average by creating a supportive school environment, build Strong Family- Community ties and incorporate more project based inquiry work that sparks students interest. The entire school community is invested in working together to bring our school mission to life each and every day.

Effective school leaders have empowered teachers and staff members to share best practices amongst each other in order to enhance the academic achievement for all learners through common planning, learning walks, inter-visitations, professional development, establishing professional learning communities, data talks, and individualized planning conferences.
School Demographics and Accountability Snapshot for 14K147

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-2018)</th>
<th>SIG Recipient (Y/N)</th>
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<td>PK,0K,01,02,03,04, 05</td>
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<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tbody>
<tr>
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<td>N/A</td>
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<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
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<tr>
<td>31</td>
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</table>

<table>
<thead>
<tr>
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<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
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<th># Visual Arts</th>
<th># Music</th>
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<th># Dance</th>
<th># CTE</th>
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<tr>
<td>18</td>
<td>18</td>
<td>18</td>
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</tbody>
</table>

School Composition (2017-2018)

- % Title I Population: 71.0%
- % Attendance Rate: 91.8%
- % Free Lunch: 69.2%
- % Reduced Lunch: 1.7%
- % Limited English Proficient: 10.8%
- % Students with Disabilities: 15.8%

Racial/Ethnic Origin (2017-2018)

- % American Indian or Alaska Native: 0.0%
- Black or African American: 19.2%
- Hispanic or Latino: 60.8%
- Asian or Native Hawaiian/Pacific Islander: 3.8%
- White: 11.1%
- Multi-Racial: 5.3%

School Performance for Elementary and Middle Schools (2017-2018)

- ELA Performance at levels 3 & 4: 48.5%
- Mathematics Performance at levels 3 & 4: 47.3%
- Science Performance at levels 3 & 4 (4th Grade): 97%


- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

Overall NYSED Accountability Status (2018-2019)

- Reward: No Recognition
- In Good Standing: Yes Local Assistance Plan
- Focus District: Yes Focus School Identified by a Focus District
- Priority School: No Focus Subgroups

Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-2017):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-2017):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-2017):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-2017):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-2017):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

We continue to work towards our goal for the 2018-2019 school year, as measured by specific Mathematical Benchmark Assessments of our K - 5 Grade Students.

Our school community recognizes that a solid literacy foundation is critical to students’ success in Math, since the Math test became a comprehension test. Therefore, we must instruct and guide students with analysis and interpretative skills, whereas students distinguish relevant from irrelevant information as they solve word problems. In order to demonstrate proficiency on the New York State exams, students need to meet grade-level math benchmarks from Kindergarten to Fifth Grade.

NYS ELA data, NYSESLAT data and Quality Review feedback also helped inform our decision-making around establishing this goal and creating an action plan aligned with our instructional focus. NYS Math Data showed that the majority of our students did not meet grade level standards, scoring Level 2, or lower when measuring the problem solving component. State testing data, confirmed by school level data, that our students are struggling with part two of the math state exam, which asks our students to analyze and solve multistep word problems. If we can increase student conversation about Mathematics, increase ways to visualize and connect mathematical data, and show a detailed process of critical thinking among our students by asking and answering higher order questions this will increase key math vocabulary, and enhance state test scores.

According to our Quality Review, we are Proficient in 1.1 and we are working on further developing our work by aligning instruction to the Next Generation and consistently emphasizing higher order thinking skills across the grades for all students through critical thinking questions and rigorous culminating activities.

Our instructional focus was developed in response to our State Math Data, School level Math Data, our NYSESLAT data and our P.P.O Feedback. This instructional focus aligns with the goal that follows which emphasizes instruction that centers on Student Engagement in order to improve student outcomes in Mathematics.
Isaac Remsen (147) Elementary Instructional Focus:

To improve math problem solving beginning in early childhood through grade 5, leading to student readiness for high school, college and careers.

If teachers increase academic vocabulary and critical thinking by using higher order thinking questions, students will be able to identify relevant information and the correct math operation to solve multi-step word problems.

Students will...
Utilize critical thinking to make their ideas visible in conversation with peers, in conferences with teachers, and in their mathematical writing. By participating in higher order thinking questions and discussions to deepen their insight within the curricula areas they will show increased proficiency in communicating their own ideas and understanding around a Math using reciprocal teaching methods.

Teachers will...
Strategically plan opportunities for balancing teacher talk and student discussion. We will build student capacity to engage in meaningful conversation through explicit modeling, inquiry based learning, and daily word problem solving that reflects, not only the answer, but the process as well.

Administrators and Staff Developers will empower our staff...
Study best practices and support student and adult learning. We will provide actionable feedback and opportunities for collaborative study and planning for refining environmental supports and pedagogical decisions in service of cohesive school-wide practices aligned with our instructional focus quarterly throughout the 2018-2019 school year.

Problem-solving is not only one of the most important components of the study of mathematics; it permeates all aspects of life, including the professional world. Problem-solving teaches students to be critical out-of-the-box thinkers, hone organizational skills, and build a rational thought process required for making logical decisions.

However, our P.S 147 students struggle with problem-solving. When we analyzed the data of 2016-2017, and 2017-2018 State Exams our proficiency rates of students in grades 3-5 who met or exceed expectations in math fell under 52%. We were able to see that it is the word-problem portion (Part 2) open response that often confuses students. Our students have difficulty with key math vocabulary, removing and identifying relevant and irrelevant information, and finding ways to identify which operation to use to solve the mathematical word problem.

In addition, after examining the end of unit Go Math assessments, and completing our problem solving procedure at our school, we have observed that our students are choosing the incorrect operation. Students are leaving the problems blank, showing no illustrations that demonstrates their thinking, therefore, not meeting state standards.
Word problems tend to be complicated in part because of their descriptive language. Students often don't understand what exactly they're being asked, especially when the problem includes abstract concepts. Other issues arise when students lack the fundamentals of math and cannot formulate a plan for solving multi-step problems.

The students scored below 65% on part two of the state exam, and got only 1 or 0 correct out of 5 word problems or gained partial credit during formative assessments. In addition, we have also observed that our teachers have to assist our students through the problem solving component through whole class discussion. Students are not independently developing plans on their own, which holds them back when they have to perform on state exams.

This outward solving behavior at PS 147 school students strongly suggests a lack of hands on, meta-cognitive, and effective aspects of mathematical competence. Many students do not apply useful hands on strategies and meta-cognitive skills (e.g., drawing of the problem situation, in order to decompose the problem into parts, or checking the answer) in their solution.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>Indicate your school's 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If students in grades k-5 complete daily single and multi-step math word problems by building key vocabulary and using specific strategies such as identifying relevant information, and the correct operation, then the students will solve the problems correctly 3 out of 5 times</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

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<td>2018-2019</td>
<td>Staff Developer</td>
</tr>
<tr>
<td>SWDs</td>
<td>Sept.-Nov.</td>
<td>Literacy Specialist</td>
</tr>
<tr>
<td>ENLs</td>
<td>Dec.-Feb.</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td>Mar.-April</td>
<td>Speech Teacher</td>
</tr>
<tr>
<td></td>
<td>May-June</td>
<td>ENLTeacher</td>
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<tr>
<td></td>
<td></td>
<td>Paraprofessionals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.E.T.T.S Teacher</td>
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<tr>
<td></td>
<td></td>
<td>Technology Teacher</td>
</tr>
</tbody>
</table>

In order to reach our student achievement goal we will continue to provide rigorous instruction through the use of the Go Math Program, PBL learning, Reciprocal Teaching Instruction and daily problem solving activity during mathematical instruction. Through consistent implementation of Go Math mini-lessons, R.t.I instruction and Reciprocal Teaching in varying modalities, student engagement, comprehension and Mathematical critical thinking skill achievement will increase. In response to specific areas of student need, we will use Response to Intervention (RtI) to scaffold instruction and support their academic needs. In addition, we will continue the use of NYReady Mathematics and Engageny resources in an effort to create improved success for struggling students, including but not limited to: English Language Learners, students with disabilities, and students performing in our lowest third. This will enable us to better address word problem solving gaps in student performance leading to an increase in overall achievement.

- Students will take part in daily word problems and show their thinking using a specific template designed by our school. One strategy is to use a process chart, which can guide students as they tackle a new problem. It helps to focus on how each step of the process supports students as they work to access the problem. An example problem-solving process is provided below:

1. **Read the problem, then reread it and highlight key words and numbers.** Reading the problem a second time with annotations helps students sort out the core information from the background noise.
2. **Draw a picture of the situation that the problem presents.** It may be helpful to first visualize a story or imagine a movie scene. Visualizing a story can be a powerful strategy that helps students create a picture or diagram of the problem.
3. **Determine the goal of the problem.**
4. **Establish a strategy or write an equation to represent the problem.** Estimate an answer, if possible. Estimating or
approximating an answer helps students decide if they are on the right track.

- Solve the problem and check the reasonableness of your answer. Reminding students that it is rare to complete a problem correctly on the first attempt encourages them to embrace mistakes and errors.
- Explain your solution method using the C.U.B.E.S (Circle, Underline, Box, Extract, Solve) strategy.
- P.S 147 will use the Reciprocal Teaching in grades 3-5 to enhance mathematical thinking by utilizing key roles and a collaborative approach to solve word problems 2-3 times a week.
- PS 147 will conduct bi-weekly assessments and quizzes that will have word problem solving questions with multi-steps.
- PS 147 will develop pre/post word problem on demands based on specific word problem deficits.
- R.I.t occurring three times a week in small groups, focusing on analyzing and interpreting information of text so it can enhance the problem solving in Mathematics.
- Increased math read alouds to show connections of math concepts to the world so the mathematical language can be transferred and applied in other areas.
- Math Games will be used to reinforce specific operations and strategies, 1x a week as well as for parents in the classroom.
- Provide students with guided experience by practicing a variety of problems from the web, and standardized tests from engageny.com.
- Sort the problems into levels of difficulty or themes, and start with a one-step problem before moving to those with two or three steps.

PS 147 will provide problems that may even contain intentional mistakes for students to find and resolve.

To begin, the basic procedures:

1. Read the problem
2. Understand what is being asked
3. Make a plan to solve the most difficult step using a mathematical vocabulary.
4. Execute the plan
5. Check your solution for reasonableness

- PS 147 classrooms will also have a specific math word wall with the word, pictorial support, and definitions to assist our student’s academic achievement.
• You should also never underestimate the computer as a powerful instructional tool. Students must learn to translate words into a series of steps toward a solution by applying informational cues, identifying variables, recognizing the unknowns in expressions, and explaining their reasoning. One way to do this is by thinking about how the word problems might connect to problems in their daily lives. By creating realistic content based on real-world problems, computers tend to hold the interest of students longer than lecture. Computers can generate questions tailored to the needs and capabilities of individual students and provide immediate feedback and correction before students make numerous errors of the same type.

• The representation of mathematical concepts in illustrations can also foster deeper understanding. Use drawings, figures, or symbols to show the visual connection between the data and the unknown. Make a conceptual map and practice outlines of the necessary steps. Students should also have the opportunity to explain their own problem-solving strategies to others in the classroom as they develop the strategies that work best for them.

• This ability can be achieved by reading word problem texts attentively and paying attention to all relevant aspects of the problem description. To gain understanding of the context of word problems is an important step in the modeling process before one can construct a proper situation model.

• Application word problems are similar to non-routine word problems.

• One additional requirement is the use of non-direct translation of the word problem texts on the basis of real-world knowledge and assumptions into the mathematical model and apply it to the real world.

• Teacher-student interaction will help you differentiate instruction. Ask students to compare and contrast different approaches, and then summarize their responses for them. Students should understand what works and does not work (and why); which methods are more efficient; and how models differ encourage your students to use pictures, diagrams, charts, expressions, and equations as part of the problem-solving process. Discuss with them how their picture, diagram, chart, expression, or equation relates to the situation in the problem. Ask them to explain why they chose it and why they think it is a good mathematical expression to use for the problem they are tackling.

• For our SWD and ENL students, will be provided with prompts, graphic organizers, color coded text, modified vocabulary and numbers, picture support and manipulatives. As well as using computer programs to
assist their learning, and key websites that helps visualize step by step instructions.

During the first quarter, we expect our students to become familiar with various mathematical operations and key vocabulary strategies to enhance mathematical problem solving skills. For SWD and ELL's many additional mathematical read alouds will be shared illustrating mathematical concepts and how it relates to the real world. We will also use the "Visual Thinking Strategies" approach to enhance our students to analyze mathematical illustrations and key information in the text. The 3 questions and prompts will assist SWD and ELL's to critically think beyond the mathematical word problem. SWD and ELL students will use different color highlighters to code the word problems so they can distinguish relevant from irrelevant information, and synthesize the details, that assist in the specific question that is being asked.

During the second quarter, we expect our students to be able to connect their knowledge, demonstrate their knowledge of various genres through citing textual evidence and express their thoughts orally, distinguish relevant and irrelevant information from word problems to support their thinking while working independently. SWD and ELL students will use various graphic organizers, and colored highlighters to distinguish information from the problem and categorize the information using distinct prompts.

During the third quarter, we expect our students to synthesize key information by connecting key mathematical elements as they analyze and interpret the math word problem. SWD and ELL's will synthesize key information by examining the problem like a puzzle. Each piece will be solved and drawn out as a visual using manipulatives. As the pieces come together, the students will sketch their thoughts, and match the illustrations and discuss how it can help solve the math problem.

During the fourth quarter, students will become proficient with inferential and critical analysis comprehension that goes beyond the text.

We focus our professional development on using data to inform instruction in all instructional areas. This year as a school community, we are focusing on Danielson Domain 1: Planning.
and Preparation. We will explicitly plan instructional outcomes that challenge student thinking and invite students to show that thinking using a variety of mathematical procedures and charts, culminating activities and formal periodic assessment. We will continue to encourage asking and answering higher order thinking (HOT) questions and support oral language development by front loading key mathematical academic vocabulary prior to the implementation of the math activity across the curriculum.

These actions will take place during Monday PD sessions, full day professional development seminars, in weekly collaborative planning sessions, and via coaching sessions with staff developers and lead teachers. During these meetings teachers will use multiple data sources to plan instruction responsive to student needs and reflect on their practice.

Specific professional activities will include:

1. Professional development centered on elements of Danielson’s Domain 1: Planning and Preparation.
2. Grouping students in preparation for Math Instruction.
3. Gathering relevant resources to support rigorous Math instruction as students learn how to distinguish relevant from irrelevant information as they analyze mathematical multi-step word problems.
4. Analysis of student fluency and interpretations based on evidence that supports comprehension.
5. Designing data-informed, skill specific goals for English Language Learners, students with disabilities and general education students.

Information pertaining to our Math goal is shared with our families in a variety of ways. Our collaborative efforts with the School Leadership Team serves as a monthly platform to share this information with families. In addition, families are invited to participate in “Parents in the Classroom” on the final Wednesday of each month, where they can see their children engaged in Mathematical practices. Curriculum Conferences, Parent Teacher Conferences, and Tuesday parent engagement/outreach time are ideal structures for shared dialogue between families and teachers on how to support their students in Mathematics. Teachers develop various parent workshops to share tools and resources and build a stronger home-school connection so that families can better assist their children with academic tasks at home.

Families will be supported through workshops provided by teachers and Staff Developer, and sample description of modeled problems in their newsletters to show how the problem is solved. Families will also gain support as they do specific activities during Parents in the Classroom.
In order to oversee these activities administrators will utilize ADVANCE and One-Drive to observe, provide feedback and address next steps for teacher practice to promote student progress and performance. The Staff Developer will facilitate weekly common planning sessions in order to maintain coherence and rigor around word problem solving, where students will cite key vocabulary, and distinguish relevant from irrelevant information in order to identify the key operations that are needed to solve the single or multi-step problem. The Data Specialist will conduct regularly scheduled data talks as well as provide grade wide and school wide snapshots of student progress and performance with end of unit math assessments and problem solving tasks. As a collaborative community we will engage in scheduled learning walks and cycles of observations to inform future professional development opportunities.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

We will continue to foster a welcoming school environment for our families during the 2018-19 school year as the priority has been identified as strengthening parental ability to engage and support students academically, socially and emotionally with the help of the school community. As part of our school culture, we believe in not only educating the students, but educating the family on best practices. Because of this, we invite our families to a monthly "Parents in the Classroom" event held on the last Wednesday of every month. During this time, teachers and parents have the opportunity to collaborate on best teaching practices with the students. Parents can take full advantage of learning skills and strategies too help assist/teach his/her child at home. This event also provides regular opportunities to address student attendance. At PS147, we take full advantage of our parent outreach time on Tuesday's from 2:20 p.m. - 3:40 p.m. During this time, teachers lead parent workshops to further develop understanding of the concepts and skills presented during "Parents in the Classroom." Additional parent workshops will be offered by an educational consultant and various partner C.B.Os. Parents will also develop a partnership with their children as they work on multi-step word problems across the year, and learn through workshops various ways to question, solve word problems, and distinguish information that assists our students what operations are need to be utilized so their mathematical comprehension increases.

Part 4 – Budget and Resource Alignment

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

| 1. School budget allocation funded Data Specialist position to support teacher use of data. School schedule programmed to maximize opportunity for grade level common planning through aligned preparation periods. School based option used to establish 155 minutes for professional learning opportunities / data inquiry time.

2. School budget allocations funded an on site staff developer to support teachers with implementing data driven and planned instruction. School schedule program to maximize opportunities for grade level common planning through aligned preparation periods one time per week for each teacher. School budget allocations used to provide substitute teacher coverage for teachers attending professional development away from school site. |
Instructional Resources:

- Demonstration and active engagement materials from engageny.com
- Go Math reteach and differentiated instruction guides
- Scaffolds that are meant to be lifted (e.g. graphic organizers not whole class and not forever)
- Read Aloud (also shared reading/close reading) that allow for practice of priority
- Differentiated checklists
- Tactile resources/tools (manipulatives)

<table>
<thead>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
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</tbody>
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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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.

Progress monitoring for Math is conducted using end of unit GoMath assessments, Problem Solving Procedure Assessments, B.O.Y, M.O.Y and E.O.Y assessments and teacher conferencing, which are administered, collected and analyzed in September, November, January, May, and June and then contrasted with teacher observations over the course of the school year.

Our midpoint benchmark will take place in February 2019 and will be measured via teacher monitoring progressions with End Unit Assessments from Go Math showing levels. If teacher grade teams meet and analyze math data for their classes with the goal of identifying those students who are meeting or not meeting grade-level standards and adjust instruction to target struggling problem solvers, then students will show an increase of at least two math levels using the GoMath assessments and teacher observations by June 2019.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will use the Go Math end of unit assessments every 6 weeks, and examine the B.O.Y, M.O.Y and E.O.Y to progress monitor the growth of our students.

Part 5c. In February 2019, 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

<table>
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<tr>
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<th>Response</th>
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<tr>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td>After analyzing the learning environment survey, attendance data as measured by our peer groups of schools, referral rates to guidance counselor we saw the need for students to have personal and academic behaviors that would foster lifelong habits to prepare them for college and beyond. In order for this to happen, all stakeholders of our community must be on board. This was done through the entire staff Leader In Me training one year ago by Franklin Covey Institute. Attendance data has also improved in the year of implementation of TLIM. We also analyzed teachers and their actions throughout the year based on the LI M training and realized that staff would benefit from this program as it carries from the school to the home environment.</td>
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</tbody>
</table>

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Annual Goal</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
<td>By June 2019, P.S.147 will make a 2% increase by continuing to implement The Leader In Me (TLIM) process using the Path to Lighthouse Self-Evaluation rubric to identify areas of celebration and areas of focus for a safe and supportive environment, so that we can demonstrate effective maintenance and the ability to sustain the program in order to be designated a Lighthouse School.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

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<tbody>
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<td>2018-2019</td>
<td>Administration Light-House Team Members</td>
</tr>
<tr>
<td>Staff Developer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td></td>
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<tr>
<td>Light-House Team</td>
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<tr>
<td>Parent Coordinator</td>
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<td>Paraprofessionals</td>
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<tr>
<td>Administration</td>
<td></td>
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<tr>
<td>Pre-K to Grade 5</td>
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</tbody>
</table>

- All staff trained in the Leader in Me process and the 7 habits.
- 50% of new parents will be introduced to the process and the habits.
- Light-House Team and Action teams will meet monthly and do specific workshops on the habits and goal settings for staff and parents.
- Examining the resource tools for enhancing the classroom curriculum
- Tracking binders and student goals to see if they are met

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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

**Monthly Assemblies**

A Home-School Connection (LIM) activity

Beginning to implement WIGs (Widely Individual Goals) transferring from the school to the home for reinforcement.
Leadership Day and Classroom leadership events
Parent (LIM) Workshops by the lighthouse committee

**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.

- Yearly Consultant for (LIM) Training Rate
- Boosters Training Staff Developer for Professional Learning Updates
- Binders and other supplies purchased for students in grades k-5 to support LIM
- Student led Conferences
- Light-House Training of data collection

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>X</th>
<th>Title I SWP</th>
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<td>In Kind</td>
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<td>Other</td>
</tr>
</tbody>
</table>

**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.

- Bi-Monthly Meetings each month
- Full staff booster meeting in the fall
- Light-House committee check in with LIM coach in December and April
- Binder observation and review of students and LIM Coordinator

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Self-evaluation Checklist rubric and Student binders

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the School Quality Snapshot, research-based, effective instruction that yields high quality student work needs to take place across the curriculum to show common threads of instructional practices. Rigorous, engaging and coherent curricula aligned to the common core learning standards are practiced in our Teachers College and Go Math Programs. Although our students strive to meet these instructional expectations, we as a school community wish to increase the level of quality evident in student work across disciplines to demonstrate that students can exceed, and show transference of the knowledge across all subjects according to the Common Core Learning Standards. As a result, we have chosen to focus on Danielson’s Domain 1: Planning and Preparation in the area of Writing.

Based on 2018-2019 data and teachers assessments of On-Demand writing around Narratives, Informational and Argumentative writing we have concluded that our students are scoring a level 2 on the TC Rubric. In addition, 2016-2017 school year, our students scored below grade level on the ELA extended and short response questions on the State Exam. Therefore, if our teachers work collaboratively to examine student pre/post on-demand writing samples, we can target specific instructional needs.

Based on evidence gathered through comprehensive research, Professional learning such as teachers collaborating on writing using a variety of lenses has shown to improve effective instruction, student achievement and writing performance will increase.

The goal is to improve writing development using specific strategies and graphic organizers to improve student outcomes while gathering a cohesive set of evidence that will work towards enhancing student learning by critical teacher analysis.

Understanding what students know and still need to learn is a pre-requisite for planning where to go next instructionally. This will allow us to utilize writing standard indicators to move a student towards proficiency. Though teachers have always examined student work as part of their grading process, the new focus on accountability and standards has driven a more structured and collaborative examination of student work. This examination of student work protocol will develop our teachers to understand what students know and still need to learn. The examination focuses teachers on three critical areas:

1. Identification of targeted areas of need based on TC rubrics and checklists.
2. Teachers will assess that area of need collaboratively through rubrics and checklists.
3. Teachers will then, decide on the next steps and collaborate on various teaching practices that have worked for them in the past in an effort to enhance students’ writing.

This process requires teachers to shift their mindset from scoring (a summative examination) to diagnosing (a formative examination) student performance. In many cases teachers have spent a great deal of time sorting student writing (either by grades or by rubric scores) which will still occur, but by examining the writing development objectively and collaboratively with many eyes we will increase student performance and teachers instructional practices.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</th>
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</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
</tr>
<tr>
<td>If our teachers engage in collaborative assessments of Teacher’s College Writing student work products during the 2018-2019 school year, then by June 2019 students will show improvement of 1.0% grade Level as measured by examining pre/post on-demands focusing on the Informational genre “Development Portion” of the TC Writing Rubric/Checklist.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

#### 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:

- Evidence-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).

#### Target Group(s)

**Who will be targeted?**

#### Timeline

**What is the start and end date?**

#### Key Personnel

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

<table>
<thead>
<tr>
<th>Common planning teams will build capacity through collaboration by sharing ideas and concepts as well as analyzing data in relation to the development section of written instruction.</th>
<th>Grades K-5</th>
<th>Teachers 2018-2019</th>
<th>Teachers 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Staff Developer</td>
<td>Staff Developer</td>
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<td></td>
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<td>Literacy Specialist</td>
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<td>Data Specialist</td>
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<td>May-June</td>
<td>May-June</td>
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</table>

Professional Development will aid teachers in the process of planning next steps. Through the use of protocols we will utilize writing standard indicators to promote student growth using the Teachers College Rubrics. Sharing ideas in an objective way will allow teachers to monitor their instruction accordingly to the needs of specific child since the learning process is internalized in a variety of ways. Therefore, multiple entry points, progress monitoring notes will be accessed during lesson planning and instruction.

#### Activities:

- Professional Development around protocol
- Ways to enhance the writing development component must be modeled and discuss Best practices using acronyms to structure student writing.
- Data Talks around the students writing analysis
- Common Planning meetings to form directed lesson planning around subject, subtopics, sharing factual details that support text-based evidence, word choice, projection of tone within our writing styles.
- Professional Development showing ways to develop multiple entry points for instruction with students with disabilities. We will model by using writing prompts, various leveled books, computers to assist structure and organization using graphic organizers to assist all subgroups as we adjust language and vocabulary usage.

### Strategies:

- Collaboration Protocol around writing samples
- Reviewing how to use the rubrics
- Teaching into the checklist at the beginning of the unit of study, and used consistently throughout the students work cycle. (Student Reference)
- Setting up a school/home connection whereas the writing can be reinforced (H.W)
- Explicit Modeling and observations of Exemplary work samples
- Free Writing must occur for 5-7 minutes daily around each specific development theme. Daily focus in place-

<table>
<thead>
<tr>
<th>Teachers Targeted Students</th>
<th>2018-2019</th>
<th>Classroom Teachers</th>
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<tr>
<td></td>
<td>Sept.-Nov.</td>
<td>Staff Developer</td>
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<td>Dec.-Feb.</td>
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S.L.T Members will be informed about the protocol and how students are performing based on the grading shifts on a monthly basis.

Parents will also have the opportunity to attend workshops once a month presented by their classroom teachers, and attend Parents in the Classroom, where they can take part in the process of writing activity with their child.

Presentations at Multi-cultural Fairs & Science fairs exhibiting the PBL project designs to students and family members.

### 3b – Parent and Family Engagement

2018-19 CEP
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents in the Classroom Activities - Teachers/Parents

Parent Workshops on Tuesday's for parent outreach - Teachers

Parent Coordinator sending fliers informing step by step models on how to use the writing checklist/rubric to increase writing performance.

Consultant/Staff Developer Workshops on the writing process and grading according to the Teacher College Rubrics.

**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.

Literacy Specialist, Staff Developer, and Lead Teachers will analyze student work during common planning time, so specific multiple entry point can be achieved. Teacher's College Writing Project Rubrics and Checklists, and collaborative planning using the Atlas protocol will be utilized during common planning after specific professional development discusses how the protocol operates. We will have our staff developer model key lessons in classroom, as we do inter-visitations to meet our goal. The instructional resources Writing Pathways/writing progressions will be used as measurement tools for our teachers to reference as we learn about our students academic behavior.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
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**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.

After analyzing student work using the development components provided in the Teacher’s College Writing Rubric Checklist, if 100% teachers spend 45 minutes aligning their instructional plans to meet the needs indicated every week, during planning time, then student writing will improve by 0.5% by the mid-point assessment period in February 2019, and 1% by June 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teachers College Writing Rubrics, Checklists, progress monitoring sheets and Writing Progression Indicators.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs Assessment:

Throughout our collaborative work and building capacity of leaders and teachers through many instructional initiatives, we have made progress because we have been focused, collegial, and always looking for ways to improve our schools way on building rigor in our classrooms.

During the PPO visits and conversations that provided us with a way to build a common language and knowledge based about pedagogy. For the 2018-2019 school year we want to apply the application of rigor in every classrooms instruction with a toolbox of strategies to critically reflect on instructional practices through Project Based Learning.

In our collaborative inter visitations and leadership walk through and professional development, we examine best practices and identified those grounded in the action research of thinking demand within the classrooms, how strong impact towards improving teachers learning and instruction. Leading our thinking in making connections between rigorous tasks and practices and assessment all ties together for coherent academic movement for student growth. At our PPO visits we discussed getting deeper in looking at student work and embedding it in feedback to teachers and students as our PPO conversations often lead to next steps in use of assessment within instruction that is built around rigorous activities. PBL as a component to student centered learning will be an area where students will receive peer to peer feedback and increase rigor by creating projects and solving problems that relate to the real world.

NYS ELA Assessment Data – 2016 - 2017: Results on the 2016 - 2017 ELA State Assessment indicate that while students have made progress, many of our students tested lower in expressing answers on short and extended responses. We received a rating of Developing in the areas of written response that illustrate the thinking demand of answering the questions with textual evidence and connections. Despite the fact that data was collected on an ongoing basis, the school failed to utilize the data to develop strategic action plans to improve student achievement on how to analyze questions, and know how to correctly give detailed answers to open ended questions. In connection with the Capacity Framework (Rigorous Instruction), the PPO notes that we have to get our students to dig deeper in sharing thoughts and patterns within various types of questions as they work collaboratively in groups to solve and construct plans that can resolve real life issues.

Weakness: The school’s curriculum is implemented consistently across all grades, However, we need to hold our students accountable to meeting learning expectations, including students with disabilities and English language learners, even though scaffolds are provided as needed. To ensure high levels of thinking all teachers need to apply the cognitive rigor matrix to instructional practices as well as in task design. In addition, all students are now programmed for reading classes and intervention math courses that require them to engage in practical analysis,
synthesizing, and supporting their opinions and thinking with evidence. Teachers work to provide students with daily opportunities to hone their critical thinking skills need to increase, thus preparing them for the rigor and demands of higher education and provide them with the skills they will need to be successful in a global and competitive workforce and society.

Based on the 2016-2017 PPO, there is inconsistency in the implementation of strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking. The school must regularly track progress towards meeting these goals. A comprehensive system of data analysis leading to strategic action planning must be put in place to improve student achievement using the Webb’s Depth of Knowledge.

Based on PPO’s results, there is inconsistency in the implementation of agreed-upon strategies for extending higher-order thinking in a number of classrooms. This results in diminished opportunities for all students to engage in challenging tasks that offer opportunities to extend their thinking and make their thinking visible. Teachers must implement lessons that include differentiated and scaffold instruction to meet the needs of all students. Students, across all grade levels, must be provided with opportunities to answer and formulate higher order thinking questions and explain the process of getting to that answer... Groupings of students within classes should be flexible, based on needs or abilities, with differentiated activities/tasks assigned to each group. The Next Generation aligned lessons and daily instruction does not include the implementation of differentiated instruction, or ensue multiple entry points for all students.

To ensure the achievement of targeted goals daily instruction must include:

- Implementation of differentiated tasks/activities for groups of student’s
- Lessons should include multiple entry points for all students, taking in the needs of ELLs and SWD as they use multiple modalities to learn material through a student centered approach.

Administration and teachers will use the Danielson Rubric domain for planning & preparation and student engagement as a means to target student involvement and best instructional practices through an inquiry style learning environment.

As per the 2015-2016 Quality Review, indicator 1.1 (Ensuring there is rigor, engagement and coherence in the curricula) yielded a developing rating.

- As per the 2016-2017 P.P.O, although 1.1 yielded an average rating, our area of focus was to implement the instructional shifts, as well as making adjustments to the curriculum on a need by need basis.

- As per data derived from Advance for the 2017-2018 school year, 98% of teachers fell into the effective category in 1e: Designing Coherent Instruction. Subsequently, 60% of teachers fell into the effective category in 3c: Engaging students in learning.

- Results of the above mentioned assessments support the need for our school to implement changes in the delivery of instruction, specifically focusing on a student centered approach to learning with the PBL component that will enhance student engagement.
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, 100% of teachers in grades k-5 will demonstrate their ability to implement Project Based Learning (PBL) activities and tasks into their daily content instruction. As a result, teachers overall rating in domain 1e and 3c will increase to the highly effective rating based on the Advance system.
### Action Plan (Effective School Leadership)

**A. Unpack Learning Centered Initiatives (LCI) Trifold within a three month time frame during Professional development and common planning, as well as unfold the Berkley Institute workshops and materials.**

**B. Improving our questioning in groups by altering convergent to divergent questioning through PBL group work.**

**C. Student Exploration and formulating questions needs to be the driven force in ones lesson**

**D. How to use essential questions vs Guided questioning in our planning and execution of a lesson**

Professional Learning opportunities, focusing on PBL, UDL, differentiation and scaffolding for the ELLs, SWDs, and general education subgroups.

- Teacher teams will work collaboratively to analyze the units of study in Go Math, and adapt the PBL’s to address the achievement gaps.

- During teacher data meetings, each teacher will be able to look at their specific data to identify trends of improvement and progress.

- Teacher Teams will meet to develop protocols for looking at student work, analyzing GoMath student assessments and monitoring student progress.

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Teachers SETTS</td>
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<td>Administration</td>
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<td></td>
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<td>May-June</td>
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</table>
- Use of formative data to help drive differentiated instruction.
- Smartboard technology used to create interactive PBL lessons.

Classroom teachers will have ongoing reflection opportunities and will make modifications and adjustments on curricula to reach the high level of performance that the CCLS demands.

Teachers will analyze the progression of the key standards, and determine the skills that the students need to master at each grade level.

- Teacher teams will continue aligning the Next Generation curriculum to the instructional shifts by adapting PBL’S to everyday instruction.

- Instructional coaches will work with teacher teams to develop a deeper understanding of the instructional shifts in order to make coherent adjustments to curriculum and instruction based upon student data.

- Teacher teams will use rubrics to assess student learning in order to make meaning.

Throughout the 2018-2019 school year, teachers will collaborate to ensure that the level of rigor through PBL activities are extended to allow all students to engage in higher-order thinking, creating, problem solving aligned to Webb’s Depth of Knowledge (DOK), the Cognitive Rigor, and the Danielson Framework during questioning and completion of assigned PBL tasks.

Action Plan (Effective School Leadership : Family Engagement)

A. Parent engagement workshops showing what rigor looks like in the classroom and how it aligns to the Next Generation Standards.

B. The application of rigor during Parents In The Classroom show parents how to help students when they are working at home.
While acknowledging the special needs of SWDs and ENLs, school administration continues to provide clear expectations regarding student punctuality and attendance which remain consistent regardless of the classification of the student.

decisions when planning for instruction with the focus on alignment to the Next Generation standards, student data, and coherence across the grade.

Administration and the School Leadership Team (SLT) will collaborate to schedule monthly inter-visitation within the school building and with other schools to share best practices and to provide professional learning opportunities for teachers to observe the way rigorous PBL activities looks within a variety of contexts. Teacher Lesson Plans will then be reviewed bi-weekly in order to evaluate the rigor of teaching and viewing how they are getting students to transfer the knowledge through constructive projects using the HEDI Advance Rubric.

Teachers will open up their classrooms for inter-class visitations to share best instructional practices.

- Teachers will participate in Environment Walks.
- Teachers will deliver best practice PDs during Monday afternoon professional learning component, as well as lunch and learns.

### 3b – Parent and Family Engagement

| How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight. |
| For the 2018-2019 school year, through Parent Engagement Workshops, conducted every last Wednesday of each month, for one hour (Parents in the Classroom), we will model PBL activities in the classroom and it's alignment to the Next Generation Standards. The application of rigor and PBL during Parents In The Classroom will demonstrate to parents how to assist their child further at home. Parents will also create a project based on a book that was chosen for their book club to high-light for the students. Teachers will communicate expectations during the Parent Engagement component on Tuesday afternoons |
- Workshops to keep the parents informed of the new standards, as well as how they can assist in their child’s academic careers

- Monthly PBL Workshops to keep the parents informed of the instructional focus for the 2018-2019 school year

**Part 4 – Budget and Resource Alignment**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings and Discussions, Pre-observation meetings, Post-observation meetings, Common Planning with Staff Developers. Consultant Workshops from the Buck Institute</td>
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</table>

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tbody>
<tr>
<td>X Tax Levy</td>
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**Part 5 – Progress Monitoring**

<table>
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<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By February 2019, 100%) of teachers will have an overall rating of effective or highly effective in which they demonstrate the attributes modeled during PD and outlined in the Danielson Rubric for component 1e and 3c.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Based Learning Rubrics to measure the units of study culminating activity monthly</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

P.S. 147, The School for Environmental Engineering, received a rating of “Well Developed” in the area of Establishing a culture for learning, as identified in component 3.4 of the 2014-2015 School Quality Review. Most notably our rating on the School Survey Report for Strong Family-Community Ties improved from 89% in the 2014-2015 survey to 96% in the 2015-2016 survey. According to results on the learning survey parents strongly believe that our school regularly communicates and works closely with families to meet students’ needs and 90% of parents strongly believe that they are welcomed to visit classrooms to observe instruction. We believe that through celebrations and specific modeled instruction in the classrooms for development can enhance parents understanding of curriculum to assist their children at home. The goal is to strengthen and support our schools culture and sense of pride for the love of learning. However, according to the 2017-2018 school year there has been a decrease in parent involvement for grades 3-5 in the classroom events.

Initiatives that have contributed to the marked increase in Parental Satisfaction include:

- Parents in The Classroom (k-5)
- Parent Book Club
- P.S. 147 Multicultural Event
- Monthly Character Education Assemblies
- Parent Cook Shop
- Career Week
- Parent Engagement "Tuesdays"

In order to continue to foster a welcoming school environment for our families the aforementioned outreach activities will all take place again during the 2018-2019 school year as the priority need has been identified as strengthening parental ability to engage and support their children academically, socially and emotionally with the help of their school community. Therefore, we want to increase parents in the classroom in grades 3-5 by making the experience an engaging tutorial experience, where parents can transfer the learned information to their home environment so that their children's academic skills can increase for classroom, as well as State exams.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will see a 2% increase in parent participation for Parents in the Classroom, measured by attendance sheets.
Part 3a – Action Plan

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:

- Evidence-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).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Parents</td>
<td>2018-2019</td>
<td>Administration</td>
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<tr>
<td></td>
<td>Sept.-Nov.</td>
<td>Parent Coordinator</td>
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<td>Teachers</td>
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<td>Guidance Counselor</td>
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<td>May-June</td>
<td>Staff Developer</td>
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<td>School Support Staff</td>
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As part of our school culture, we believe in not only educating the child but educating the family on best practices. Because of this, we invite our families to “Parents in the Classroom” on the last Wednesday of each month. During this time, teachers and parents have the opportunity to collaborate and view best teaching practices for his/her child. Parents can take full advantage of learning skills and strategies to help assist/teach his/her child at home. It also provides regular opportunities to address student attendance.

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At PS 147, we take full advantage of our parent outreach time on Tuesday from 2:20-3:40pm. During this time, teachers are holding parent workshops to further develop understanding of the concepts and skills presented during Parents in the Classroom activities. We could produce a parent survey to gage parent interest and availability. Nevertheless, hearing the workshop compared to participating with your child in the learning process is what will make the learning stick. Parents in the classroom is the way to experience and absorb the learning, so it can be applied and transferred at home to enhance study and homework.

In order to monitor participation we will analyze sign in sheets issued for "Parents in the Classroom" grades 3-5 events. In an effort to better memorialize parent participation we are

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<td></td>
<td>Mar.-April</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td></td>
<td>May-June</td>
<td>Staff Developer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Support Staff</td>
</tr>
</tbody>
</table>
instituting new record keeping protocols to keep more accurate counts.

Teachers

Staff Developer

Dec.-Feb..

Mar.-April

May-June

Increasing our awareness of "Parents in the Classroom" for grades 3-5 to be more successful we will allow teachers to design experiences more valuable to families. We will also survey our families to give them a greater voice in the types of classroom lessons or presentations they would like us to provide for them.

Parents

2018-2019

Administration

Parent Coordinator

Sept.-Nov.

Dec.-Feb..

Mar.-April

May-June

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

St. Nicks Alliance

P.T.A

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.

Parent Coordinator, Classroom Teachers, Staff Developer, Parent in the Classroom Rosters, reflection tools, and surveys.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

In an effort to foster a positive, supportive learning environment and strengthen our community ties to increase student achievement we would like to see a 1% increase in family participation as measured by sign in sheets from previous Parents in the Classroom events by February 2019. As such, we set a target for parents to attend at least seven out of the nine parents in the classroom events. We will progress monitor these events monthly so we can make proper adjustments along the way. This action will build a stronger learning community that allows, high expectations of the school, to communicate throughout with the intention of ensuring a shared vision with staff, families, and students on how to improve student outcomes in literacy, mathematics, content area instruction as its reinforced and guided through explicit instruction. As a result, this event will aid the increase of attendance for our upper grade students.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be monitored by gathering and comparing sign-in sheets to reflect the Parents in the Classroom events for grades 3-5.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Running Record benchmarks. I.E.P. Inquiry State Exam</td>
<td>Reading Rescue A-Z Reading Program Wilson Foundation TCRWP Guided Reading Strategy Lessons F&amp;P Running Records</td>
<td>Pull-out Small Group One on One Sessions</td>
<td>Service is provided during the school day.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Go Math! Chapter test performance I.E.P. Inquiry State Exam Mathletics</td>
<td>Direct explicit instruction by teachers, SETTS, Clusters, Data Specialists and Para-professionals</td>
<td>Small Group One on One Sessions</td>
<td>Service is provided during the school day.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Assessment by classroom teachers</td>
<td>Integrated into ELA</td>
<td>Small group One on One</td>
<td>Service provided during the school day.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Assessment by Classroom teachers</td>
<td>Integrated into ELA</td>
<td>Small Group One on One</td>
<td>Service provided during the school day.</td>
</tr>
<tr>
<td><strong>At-risk services <em>(e.g. provided by the Guidance Counselor,)</em></strong></td>
<td>Referrals from classroom teachers Career Day Counseling</td>
<td></td>
<td>Small Group One on One</td>
<td>Service provided during the school day.</td>
</tr>
</tbody>
</table>
| **School Psychologist, Social Worker, etc.** | and Pupil Personnel Team | Character Education
Inter-visitations
Behavior Modifications that can be used at home and at school |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

| 41 students are currently attending P.S. 147. |

2. Please describe the services you are planning to provide to the STH population.

| Services include academic intervention which include A-Z (Raz-Kids), Mathletics, Great Leaps, Wilson Reading and Johnny Can Read to address academic deficits. Using Title 1 funds, students in need will receive school supplies, uniforms and payments for trips. We currently have a partnership with the St. Nick’s Alliance after-school program which provides homework help, a hot meal and resource referrals to community based organizations. |

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

| Not applicable |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: 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.

We convene with our PS 147 Cabinet Committee for hiring. We carefully review all of the resumes that we maintain in our resume file and the credentials of Open Market Transfer candidates. Top candidates are invited for interviews with our committee. At the interview, teachers present their portfolios which are filled with artifacts that speak to who each individual is as an educator. We then ask a series of questions which the committee crafts each year. These questions are consistently used for all candidates and address teacher qualifications and capabilities in the following areas: lesson planning and instructional practices, data driven instruction, collaboration with parents/guardians and colleagues, teaching philosophy and knowledge of our school community, conflict resolution strategies, and professional contributions.

The Committee members collaborate based on their resume information and their instructional beliefs on how students learn best. The candidates who demonstrate a commitment and passion for children, teaching and learning are invited back to the school to meet with the committee, often demonstrating a lesson. After all parties determine that the teacher is a great fit for our school community, we offer the position to the teacher. All new hires receive a welcome from staff and a professional development survey, so we can gain additional insight on that new hired individual. We support new teachers with common planning. We survey and invites teachers to self-identify areas where they need support as well as areas of expertise. Teachers meet one on one and with their grade level colleague and staff developer to study the curriculum maps and Units of Study for their grade/program, and to review the Employee Handbook. We retain our teachers by having them choose the grade they feel most comfortable and motivated to instruct by having them fill out a preference sheet at the end of the school year. We also empower our teachers to take on leadership roles, and share their expertise by providing workshops. We examine these expertise as we place teacher to specific grades, so they can execute those strategies within their classrooms.

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).

Our teachers participate in rigorous, reflective and differentiated professional development which include ample opportunities for teacher leadership and development. Teachers also receive feedback on their practice from peers and School Building Leaders. For the past three years, we have had support from Teachers College Staff Developers and On-site Staff Developer to model, debrief on our classroom practices, plan lessons and units of study.
New and returning teachers are supported in a variety of ways. All new teachers are matched to one of our lead teachers as a mentor. Partners meet for weekly meetings that support best practices. New teachers also are mentored by grade leaders, Literacy Specialist and the Staff Developer. Our teachers also take advantage of learning from their peers, conducting inter-visitations over the course of the year to observe best practices taking place in our classrooms. The teachers who attend the Teachers college calendar days and conference day turn-key the information to the staff in a vertical and horizontal planning format during our professional 80 minute times on Monday and 40 minutes on Tuesdays with support of our staff developer. We also adopted a phonetic awareness program called Johnny Can Spell. Paraprofessionals as well as teachers were trained on the program, and in turn can help meet common core standards. Paraprofessionals were also trained by our ENL instructor using the A-Z Program and Great Leap Program to help aid student achievement.

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).
N/A

Part 4: SWP Schools Only
4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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

- Pre-K orientation for Incoming Parents June/August using a staggered schedule to meet the needs and questions of all incoming families. At this time, we review the parent/school handbook and have an open forum of questions and answer period. Next year we will have orientation in the summer prior to our school opening, so families prepare themselves for the exciting school year.
● Pre-K Open House/Tours/Collaboration with CBO’s occurs ongoing throughout the year and private tours can be arranged at our school. Our Pre-K team leaders go with the CBO with district leaders to enhance their knowledge about their grade specific topics and to keep abreast with changes within the curricula.

● Pre-K to Kindergarten transition workshops occur during May/June. Our pre-k teachers work along side kindergarten teachers to help orient the pre-k children for the upcoming school year by giving tours of the school, as well as having pre-k children sit in on a learning experience within a kindergarten classroom environment.

● Staggered Schedule first week for social and emotional adjustments for children and their families occur using a staggered schedule, so our children learn to condition themselves to their new environment, and lesson separation anxiety with the children and parents.

● Monthly Parent Activities include parents in the classroom every last Wednesday of the month. At this time students and their parents work together on projects/activities and have the opportunity to experience along side their children the actual learning experience so they can emulate it at home for consistency.

● Transition Workshops by Kindergarten grade leader are given to assist parents with adjusting to the change in core curriculum from the pre-k experience to their new grade, so the transition can be seamless and non-threatening.

● Inter-visitations from pre-k – kindergarten occurs throughout the year, so teachers can grasp higher order thinking that occurs in the kindergarten class and incorporate it into the pre-k class for preparation to the new school year. Inter-visitations also allows the teacher to challenge their students with more challenging materials for enrichment purpose.

● Visits from lead teacher assessing the Readiness of moving up to kindergarten is ongoing throughout the school year. At this time, we review report cards and portfolios and use our discussion protocol to see if that student is a candidate for the new grade and specific teacher.

● Special Moving up to Kindergarten Lessons/Read Aloud Materials occur as we approach the fourth quarter of the school year. It’s a time where we read aloud specific Kindergarten books, have them mingle with kindergarten students, and experience gym, library, music and computer labs. It’s all about the transition process, so our children feel relaxed and confident when the begin the new year.

● Progress/Parent Teacher Conference are documented through ATS sign in sheets and are scheduled by appointments, so teacher and parent can maximize the time to enhance and structure learning according to that students individual needs.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

At PS147 teachers are involved in decisions regarding assessment in several key ways. First, they are involved in MOSL selection through our MOSL Committee. Secondly, when teachers collaboratively felt that Fountas and Pinne Running Records were not yielding enough usable data they elected to add the Scantron Performance Series to the 2017-2018 school assessment calendar. Grade level teams collaborate to provide meaningful formative assessment based on extended response questions.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$203,015</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$42,330</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$12,366</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,227,899</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 147, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS147 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/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 ESSA;

- 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;

**Encouraging School-Level Parental Involvement**

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)**

P.S. 147, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

---

**I. School Responsibilities: Providing Parents Reasonable Access to Staff**

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.

---

**I. School Responsibilities: Providing General Support to Parents**

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
</table>

This school is (check one):
- ☒ conceptually consolidated (skip part E below)
- □ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

To ensure that our ELLs will increase academic achievement and perform at the proficiency levels on the NYSESLAT Exam in May 2019, our school will be providing an ENL after-school program. There will be two groups (flexible groupings), one for grades 1 - 2 and one for grades 3 - 4. The total number of students to be serviced is 20 students, 10 students in each group. The program will meet Wednesdays and Thursdays, 2:30 – 4:30 P.M., and will run from January 2019 to April 2019. There will be 2 hours of per session activity and approximately 28 sessions. An ENL teacher, and a content area teacher will teach in the ENL after-school program. 50% of the instruction will be done by the ENL teacher and 50% will be done by the content area teacher. The ENL teacher will teach Group 1 from 2:30 - 3:30 while the content area teacher will teach Group 2. During the second hour, the teachers will rotate and switch groups. The primary focus of the program will be the development of English language arts and increasing academic language. All instruction will be conducted in English. We will provide ELLs with experiences that will expand on the themes and topics that are being taught in the classroom. Instruction will utilize sheltered English strategies in order to ensure the development of English language skills. Students will be engaging in different activities to meet the 4 modalities of English language learner of listening, speaking, reading and writing. Instruction will be in English and native language support will be provided. The native language support will be provided by including bilingual dictionaries, a language-rich environment, academic language support, word families study, pair work, small group work, and bilingual staff. In order to ensure that these programs support the instruction in the classroom, articulation between the ENL teacher and the regular day classroom teachers will be an essential component for these programs. Student assessments will be ongoing and include unit assessments, conferring notes, and teacher observations. Records will be maintained by Ms. Cordero in room 210 in a locked file cabinet. All records of students attendance, activities of study and program notification in parents’ preferred languages will be stored in binders and in that cabinet. Funding will be used towards the purchase of student licenses for educational software. We have found success in using the educational software especially since the software programs were designed to help differentiate instruction for ELLs. In addition, we plan to purchase NYSESLAT supplementary materials 1-4, NYSESLAT teacher manual as well, 1-4 (publisher and sold by Attanasio & Associates at shop DEO), Bilingual dictionaries English & Spanish, English dictionaries, and content area (science) classroom libraries for grades 1 through 4, computer-related supplies (headset), printer, and supplies to support writing. Our students in the Title III program will benefit from the program and will have an access to the computers throughout the duration of the program to ensure the preparation of the students for the NYSESLAT.
Part C: Professional Development

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

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

Begin description here: 

Funding will be used toward professional development for ENL teacher and parents.

Ms. Victoria Delgado, LLC Consultant

Professional Development Spanish Language and Literacy
Fostering Spanish language and Literacy Development

Strategies to provide effective academic literacy instruction 4 sessions

Teachers will be learning:

- Modeling lessons for selected teachers.
- Supported dual language and ENL teachers in differentiating texts for different levels of instruction.
- Revised bibliography aligned to the DOE Citywide shifts
- Strategies to provide effective academic literacy instruction in a developmental dual language/ENL programs
- Strategies to enrich Spanish as a World Language instruction K-5

Funding will be used toward Ms. Victoria Delgado, LLC Consultant services and ENL parents workshop.

Workshops schedules and topics. Each workshop will last 45 minutes (8:15 am to 9:00 am).

   Goal: Help parents learn how to recognize different ways children learn.
   Objective: Parents will learn about that children are different and they learn in different ways. They will be able to identify the different learning styles.

2. Topic: Learning English: comprehension of the different levels and the 4 language modalities.
   Goal: To help parents learn the 4 language modalities (Listening, Speaking, Reading and Writing).
   Objective: Parents will learn about the process of learning English as a second language, the 4 modalities of the language (Listening, Speaking, Reading and Writing).

   Goal: To help parents improve their child's literacy skills.
   Objective: Parents will learn about the process of learning English as a second language, the 4 modalities of the language (Listening, Speaking, Reading and Writing) and how to improve child's literacy skills.

   Goal: To help parents learn how to help their children with Mathematics.
   Objective: Parents will learn about math is more than numbers. That math is fun.

All records will be maintained by Ms. Cordero in room 210. All records will be stored in binders and in a locked file cabinet.
### Part D: Parental Engagement Activities

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

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

Begin description here: 

PS 147 recognizes that parents are our children’s first teachers. Research shows that students who have involved parents perform better and achieve more academically. Ms. Victoria Delgado will provide our parents with workshops. Parents as Partners School and Home Connection

PS 147 will provide parents workshops monthly during the school year.


The Power of two: Parents and Common Core Learning Standards Literacy

Parents will receive workshop on the effectiveness of academic literacy in Spanish/English. Parents will be notify through a phone call, fliers in English and native language, person to person, monthly calendar will be displayed at the entrance by main lobby. In addition, at the beginning of the school year parents will be notify by entitlement letter in English and their native language, parent orientation, (Invites, Agenda, Sign In, Video, Survey and Selection, Brochure).

Parents will receive workshop on the effectiveness of academic literacy in English as a second language.

Parents will be given handouts and materials in English or the native language when available that they can use at home to support their children. Ms. Cordero will maintain all records in room 210 including agendas, attendance sheets, invitations (in parents' preferred languages). All records will be kept in binders in a locked file cabinet.

Workshops schedule and topics. Each Workshop will last 45 (8:15 am to 9:00 am). All workshops will held in school library.

- **Topic:** Helping My child: Children Learn In Different Ways.
  - **Goal:** Help parents will learn how to recognize different ways children learn.
  - **Objective:** Parents will learn about that children are different and they learn in different ways. They will be able to identify the different learning styles.

- **Topic:** Learning English: comprehension of the different levels, and the 4 language modalities.
  - **Goal:** To help parents learn the 4 language modalities (Listening, Speaking, Reading and Writing).
  - **Objective:** Parents will learn about the process of learning English as a second language and the 4 modalities of the language (Listening, Speaking, Reading and Writing).

- **Topic:** Helping Your Child Become a Reader.
  - **Goal:** To help parents improve their child's literacy skills'.
  - **Objective:** Parents will learn about the process of learning English as a second language, the 4 modalities of the language (Listening, Speaking, Reading and Writing) and how to improve child's literacy skills'.

- **Topic:** Helping Your Child with Mathematics.
  - **Goal:** To help parents learn how to help their children with Mathematics.
  - **Objective:** Parents will learn about math is more than numbers. That math is fun.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Brooklyn</td>
<td>147</td>
</tr>
</tbody>
</table>

School Name: The Isaac Remsen School

**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.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sandra Noyola</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Eliza Figueroa</td>
</tr>
<tr>
<td>Coach</td>
<td>Mark Levine</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Rosa Fernandez</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Joyann Reid</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nadine Blackman/SETSS/IEP</td>
</tr>
<tr>
<td>Parent</td>
<td>Sharon Caraballo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>type here</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Lourdes Santiago</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>type here</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Certification</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>1</td>
</tr>
<tr>
<td>Bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Foreign language/world language teachers providing home language arts (HLA) in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
</tbody>
</table>

**D. Student Demographics**
### Part II: ELL Demographics

#### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

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

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Check</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>If yes, indicate language(s): Japanese</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>17</td>
</tr>
</tbody>
</table>

### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   Literacy skills of all ELLs are assessed through state tests such as the NYSESLAT, ELA exams, and the Fountas and Pinnell Benchmark System. An analysis of data from the NYSESLAT is made. Small group instruction for these students is targeted with an emphasis on academic and content specific language. Fountas and Pinnell running records are administered multiple times a year.

2. What structures do you have in place to support this effort?

   P.S. 147 holds monthly data talks with the data specialist, administration, and teachers.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? PS 147 evaluates the success of its ELL programs through a review of the New York State assessments of ELA, Mathematics, and Science, combined with a review of student performance on the NYSESLAT. The NYSESLAT helps determine the percentage of students achieving proficiency. The NYSELAT modality scores, as well as, scores on other tests are used to determine areas of weakness for each student which should be addressed. ATS reports such as the RLAT and RNMR are utilized to track progress of a three year period and determine which modalities should be focused on during direct instruction.

4. What structures do you have in place to address interventions once the summative data has been gathered? RtI services are provided utilizing various resources including Reading A-Z, IXL Math, and Imagine Learning.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.] ELL students take part in RtI screening to assess whether their literacy skills and competencies are meeting grade level benchmarks. If ELL students are flagged as at-risk or below-benchmark on a particular skill or competency, the students receive targeted instructional support in this area. Tier 1 instruction is delivered to all students in the general education classrooms by qualified teachers. Strong classroom instruction is a key step to supporting our ELLs at-risk. The instructional core is tailored to the needs of the classroom population especially the needs of ELLs. Tier 2 instruction is provided to support ELLs who are not showing adequate progress on the skills and competencies measured. ELLs receive instructional interventions that utilize strategies that are research-based. Progress monitoring data is used to make decisions about changes in goals, instruction, and services. When progress is monitored, an ELL’s language development is taken into account when analyzing an ELL’s progress.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) The NYSESLAT data reveals the following:
   • The overall results reveal that one out of thirteen students tested in Kindergarten are functioning at the Entering level, one out of thirteen students are functioning at the Emerging level, one out of thirteen students are functioning at the Transitional level, nine out of thirteen students are functioning at the Expanding level, one out of thirteen students is functioning at the Commanding level.
   • The overall results reveal that three out of four students tested in first grade are functioning at the Transitional level, one out of four students is functioning at the Expanding level.
   • The overall results reveal that two out of ten students tested in second grade are functioning at the Entering level, one out of ten students is functioning at the Emerging level, two out of ten students are functioning at the Transitional level, three out of ten students are functioning at the Expanding level, two out of ten students are functioning at the Commanding level.
   • The overall results reveal that two out of six students tested in third grade are functioning at the Entering level, three out of six students are functioning at the Expanding level, one out of six students is functioning at the Commanding level.
   • The overall results reveal that one student tested in fourth grade is functioning at the Expanding level.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? These findings are disseminated to teachers at the beginning of the year during a faculty conference and during data talks.

Part IV: ELL Programming

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.
ELLs are heterogeneously grouped across grade bands and participate in a pullout ESL instructional model. Students, inclusive of ELLs, who are experiencing difficulty in meeting the standards in Literacy receive Academic Intervention. These services are provided in small groups and students are pulled out receiving instruction through the utilization of programs such as Words Their Way and the Wilson Reading System. Ungraded and heterogeneous models are utilized at PS 147. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students and/or the ESL teacher at various levels of proficiency. Activities are differentiated based on appropriate expectations for each child.

b. TBE program. If applicable.
Paste response to questions here:

c. DL program. If applicable.
Ungraded and heterogeneous models are utilized at PS 147. In ungraded and heterogeneous groups, students benefit from the opportunity to guide or be guided by students and/or the ESL teacher at various levels of proficiency. Activities are differentiated based on appropriate expectations for each child.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   Our school ensures the mandated number of instructional minutes are provided to all ELLs by adhering to the following:
   Beginner/Entering students receive 360 total minutes of of ENL, consisting of 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA.
   Low Intermediate/Emerging students receive 360 total minutes of of ENL, consisting of 90 minutes of standalone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes of standalone or integrated ENL (with ELA or any other content area).
   Intermediate/Transitioning students receive 180 total minutes of of ENL, consisting of 0 minutes of standalone ENL, 90 minutes of integrated ENL/ELA, and 90 minutes of standalone or integrated ENL (with ELA or any other content area).
   Advanced/Expanding students receive 180 total minutes of of ENL, consisting of 180 minutes of integrated ENL/ELA or other content area.
   Proficient/Commanding students receive 90 total minutes of ENL, consisting of 90 minutes of integrated ENL/ELA or other content area.

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

   When students are pulled out for small group or individualized instruction, content specific vocabulary is explicitly taught, as well, as strategies for figuring out the meaning of unfamiliar words. Our program utilizes realia, engages students in specific vocabulary activities incorporating the various learning styles, focuses on non-fiction and incorporates a literacy skill of the week. This makes content comprehensible for ELLs and creates entry points for them to make sense of what is being taught. High interest, low level texts are also utilized to support students when grade level text may be incomprehensible due to lack of language. Reading websites, technological supports, i.e. Smart Boards, laptops, desktops support this initiative.

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

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

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

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

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

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

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

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

7. 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?
8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs with IEPs receive the mandated instructional minutes of ESL. Students, including ELLs, having difficulty meeting expected standards in the area of reading and written expression receive Academic Intervention Services in English Language Arts and Mathematics. These services are provided on a small group pull-out basis. Special emphasis is placed on assisting in classrooms where students are taking State mandated assessments. Each student’s strengths and areas of improvement are collaboratively viewed by the classroom teacher, ESL teacher, and the supervising administrator in order to determine the students’ level of service and instructional support. Students who are close to meeting our learning standards are monitored through regular meetings between the classroom teacher and instructional cabinet. They are given direct service if necessary.

Targeted interventions in Social Studies instruction are provided in English by the ESL teacher to those students reading below grade level. Research based scaffolding strategies such as the utilization of cognates, summarizing textbooks using words more conducive to students’ book levels, and incorporating activities in which students must demonstrate their understanding of a concept (e.g., debating a topic or creating a tableau). Visual aids are used to introduce topics/units of study such as teacher made powerpoint presentations and engaging smartboard activities. These strategies aid in making content-specific vocabulary more comprehensible for students. Targeted interventions in Science instruction are also provided by the ESL teacher and classroom teachers. All teachers utilize the Scientific Investigative Method to deliver all science lessons. Students participate in hands-on experiments in alignment with the NYS Science Scope and Sequence. Bilingual glossaries are available for students. The incorporation of cognates supports the introduction of Native Language Academic vocabulary prior to the introduction of any unit of study. ELLs performing at the beginner level on the language continuum are sometimes paired with intermediate or advanced ELLs while conducting hands-on experiments to support reading directions and recording findings. This initiative targets all four language modalities. Professional development for all teachers has addressed effectively facilitating accountable talk conversations while simultaneously incorporating language scaffolds ensuring all students, inclusive of ELLs, engage in content-specific conversations.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

This year PS 147 is using GO MATH, a math curriculum adhering to Singapore Math principles aligned to the Common Core Learning Standards (CCLS). This program was identified after researching a plethora of math curriculums. This comprehensive curriculum incorporates daily scaffolding strategies to support ELLs and students performing below grade level. The classroom teachers meet with the instructional cabinet to discuss the progress of implementation and instructional next steps.

10. If you had a bilingual program, what was the reason you closed it?

There are no programs/services for ELLs being discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all programs. We partner with various arts organizations such as St. Nick’s, KinderDance, STREB, Nurture Art and City Lore. These programs expose students to specific NY landmarks, cultural institutions, African dance, drama and the visual arts.

Due to budgetary constraints, after school programs haven’t been offered this school year. We are, however, planning to launch a ELA and Mathematics test preparation after school program for all students placing special emphasis on ELLs and students in need of Academic Support. We currently do not offer Title III programs as we do not have enough ELLs to qualify as
a sub group. ELLs, however, participate in all of our programs and residencies such as our Enrichment program focused on the research based Independent Investigation Method, STREB, Nurture Art, City Lore, and Music in the Brain.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

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

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

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

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

17. What language electives are offered to ELLs?

Currently no language electives are offered at PS 147.

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

The self-contained dual language model is utilized in the school. 100% of the instructional day EPs and ELLs are integrated. Core content areas are taught in Japanese and English. English language arts is taught in English. Japanese language arts is taught in Japanese. Math is taught in English only. Emergent literacy in Japanese is taught at the same time as English.

**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 and non-pedagogic staff.) 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?

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

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

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

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

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

2. 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.

   Staff will be provided with additional workshops to assist ELLs as they transition from elementary to middle school pertaining to the Middle School Application process. This will be facilitated by the guidance counselor. The guidance counselor participates in all staff professional development opportunities offered by the Instructional Cabinet.
She also meets regularly with classroom teachers and administration to discuss transitioning ELL students on a case by case basis. Possible ways in which the guidance counselor supports this initiative is by providing counseling specific to acclimating to new settings and situations, reaching out to the receiving school and providing information pertinent to our ELLs' success in Middle School.

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

### Parental Involvement

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

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

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

   At PS 147, parent and community involvement is of the upmost importance. We acknowledge that parents and the community at large, in which students live, have the potential to be a strong influence upon student growth. Parents have been and will continue to be given the opportunity to learn and discuss different ways to support language at the home and the community level. The parent coordinator conducts workshops and supports parents, providing outreach into the school community. Parent involvement activities include a weekly book club, monthly Parent-in-the-Classroom activities, Core Curriculum information sessions, and State Exam information sessions. The parent coordinator also serves as a translator for all paperwork and interactions required for parent involvement, so that parents of ELLs may participate fully. All paperwork sent home is bilingual in English and Spanish as are automated calls home.

### Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Sandra Noyola, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Sandra Noyola</td>
<td>Principal</td>
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<tr>
<td>Eliza Figueroa</td>
<td>Assistant Principal</td>
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<td>Lourdes Santiago</td>
<td>Parent Coordinator</td>
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<td>Rosa Fernandez</td>
<td>ENL/Bilingual Teacher</td>
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<td>Sharon Caraballo</td>
<td>Parent</td>
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<td>Nadine Blackman/SETSS/IEP</td>
<td>Teacher/Subject Area</td>
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<td>Mark Levine</td>
<td>Coach</td>
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<td>Joyann Reid</td>
<td>School Counselor</td>
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<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Lourdes</td>
<td>Santiago</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tr>
<td>Pertinent information culled from Part III of the HLI and the Student Emergency Contact Cards show that parents’ preferred languages for both written and oral communication are English and Spanish.</td>
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The formal face-to-face meetings our school typically has with parents throughout the school year include parent-teacher conferences in November and March and two curriculum nights in September and May. Other anticipated informal interactions include IEP meetings, home calls by the attendance teacher, guidance counselor, or teachers, PTA meetings, parent workshops, monthly parents-in-the-classroom sessions, and school assemblies.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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