2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 12X047
School Name: P.S. 047 JOHN RANDOLPH
Principal: THOMAS GUARNIERI
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: K-5

School Number (DBN): 12X047

BEDS Code: 12X047

Grades Served: Elementary School k through 5

School Address: 1794 East 172nd Street, Bronx, New York, 10465

Phone Number: 718 824-0950

Fax: 718) 904-1166

School Contact Person: Janis Johnson

Email Address: jjohnso7@schools.nyc.gov

Principal: Thomas Guarnieri

UFT Chapter Leader: Alvin Torres

Parents’ Association President: HortenciaXicohtencatl

SLT Chairperson: Thomas Guarnieri

Title I Parent Representative (or Parent Advisory Council Chairperson): RosemaryDossantos

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 12

Superintendent: JaquelineRosado

Superintendent’s Office Address: 1970 West Farms Road, Bronx New York 10460

Superintendent’s Email Address: JRosado3@schools.nyc.gov

Phone Number: (718) 323-2310 ext. 4092

Fax: (718) 542-7736
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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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.

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<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tr>
<td>Thomas Guarnieri</td>
<td>*Principal or Designee</td>
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<td>Alvin Torres</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>OrtenciaXicohtencatl</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Tina Jones</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>RosemaryDossantos</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>NA</td>
<td>CBO Representative, if applicable</td>
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<td>Marie Colamartino</td>
<td>Member/Assistant principal</td>
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<td>Samantha Albergo</td>
<td>Member/Staff</td>
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<tr>
<td>Antoinetta Ceglie</td>
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<tr>
<td>Louis Gonzalez Sr.</td>
<td>Member/Parent PTA Treasurer</td>
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<td>Olga Camacho</td>
<td>Member/Parent PTA Secretary</td>
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<td>Yeni Sanchez</td>
<td>Member/Parent</td>
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<td>Elsa Ramos</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

### The Six Elements of the Framework for Great Schools

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<td><strong>Rigorous Instruction:</strong> 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>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers:</strong> 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>
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<td><strong>Effective School Leadership:</strong> 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>
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<td><strong>Strong Family-Community Ties:</strong> 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>
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<td><strong>Trust:</strong> 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>
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### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

At P. S. 47, we are a family of learners who are committed to working together to provide an enriched and rigorous curriculum in Literacy, Mathematics, Social Studies and Science. These subjects are taught cooperatively through the “point of entry model” in an inclusive environment that motivates, challenges and addresses the individual needs of everyone in our school. Teacher feedback, rubrics, accountable talk and independent reading are the vehicles through which our students will achieve independence and work towards their goals.

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.

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

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

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

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

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

**CITE (Center for Teaching and Learning) Parent Partnership:** This year P.S. 47 is partnering with CITE to provide ongoing parent workshops on many different topics, from State Assessments to School Safety.

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

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

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

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

**Grow NYC/Seed to Plate:** This is a food and nutrition science partnership with grade 5. This program brings educators and farmers in to work with students. The culminating event is a trip to the Farmer’s Market.
**Literacy Support:** Rona Levick works with the new teachers on grade 3 to provide support in guided reading, independent reading and the alignment of student work to CCLS.

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

**TEACHERS COLLEGE READING AND WRITING PROGRAM:** Teachers college consultants provide on-going professional development to the entire school to support the writing process at P.S.47.

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

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

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

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

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

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

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

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

**The Bronx Zoo Partnership:** Two of our 4th grade teachers attend workshops throughout the year that model how to use the Bronx Zoo as a valuable resource tool for the school.

This year P.S. 47 has several initiatives:

- Raising our attendance is always one of P.S. 47’s initiatives. Higher attendance equates to higher student achievement. Each day, the classes with 100% attendance are announced. Those classes do a “Happy Dance.” One of our former students created the dance moves and videoed the P.S. 47 students doing the dance to the song “Happy” by Pharrell Williams. Every teacher has the video downloaded. The students love to make sure that they come to school so that their class can do the “Happy Dance.” We have purchased “School Messenger.” School messenger makes phone calls to parents when students are absent. Teachers make phone calls as well. Our current attendance for this month is 95%.
Independent reading is the heart of balanced literacy. Students will read independently for 20 minutes daily. Students will read a minimum of 25 books independently. Each student has a “Home Reading Log” and a “Class Reading Log.” Parents must monitor and sign the home reading logs. This year Grade 5 is piloting a program called Light-Sail. I-pads were purchased for the grade to use this program. Since Grade 5 is departmentalized we needed to purchase fewer I-pads. Students select their independent reading books. All of the titles are current authentic literature. The program allows the teacher to monitor each student’s independent reading. The teacher can make comments to the student as well.

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

Differentiated Professional Learning for teachers is one of the best ways to support teachers’ professional needs. At P.S. 47 differentiated professional development happens in many ways: pairing of teachers using the Associate Model, mentorships, inter-visitations, review of ”We Teach” video modules, consultation with Generation Ready Consultant and Literacy support Consultant. Last year we began differentiating workshops on Monday afternoons by using the data collected from the Danielson Observations. By studying the data collected in Advance, it allows you to see what areas teachers are ineffective, developing, effective and highly effective in. We want to support all of our teachers to move towards “highly effective” teachers.

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

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

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

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

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

Streamlined Progress Reports/Next Steps for Parents: Constant feedback is given to parents so that it is not too late to give their child the intervention necessary to meet grade level standards. A “Next Steps Template” that is given to parents with the Progress Report spells out the next step for parents to take to help their child. Next Steps are a checklist for Math and ELA in Spanish and English. An example of a next step is, after your child reads to you, ask your child to retell the story using beginning, middle and end.

Saturday English as a New Language (ENL) Program for Parents and Early Childhood Students: This program is starting up in December. Spanish speaking parents will learn to speak English along with their kindergarten, first and second grade children.
Earlier this year P.S. 47 supported “Bring Your Dad to School Day.” Dads came to school and met with the administration about the importance of fathers in their children’s lives. The dads later on went up into the classrooms to do read-alouds. Assistant Principal Peay met with fathers last year in April for Father/Son Day. We are planning on this event for this year.

Feedback to students regarding college and career readiness:

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

Teacher College Reading and Writing: This year we have officially selected by Teachers College to be part of The Teachers College Reading and Writing Program. All teachers at P.S. 47 will receive on-going professional development throughout the year in reading and writing. Two consultants provide ongoing professional development, one for grades k through 2 and one for grades 3 to 5. The consultants set up lab classrooms where they model "best practices" for the teachers in balanced literacy. They also provide workshops after school during Monday's professional development time.

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

Describe any special student populations and what their specific needs are.

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

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.

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

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

The area in which P.S. 47 made the most growth last year was in teacher development. Through the Danielson Framework for teaching, 90% of the teachers were able to move from “developing” to “effective” in most competencies. Additionally, our 5th grade students scored 24% on grade level in Math for 2014, up from 10% the previous year. In 2014 the number of level 1’s for grade 5 dropped to 49%, from the previous year at 69%.

For the 2017-18, on the grade 3 ELA, level 1’s decreased from 42% the previous year to 21%. for the same year in Math, level 1’s decreased to 36% from 48%.

The key focus for the 2018-19 school year is as follows:

● To provide a balanced approach to literacy, through the Teachers College Reading and Writing Program so that all students at P.S. 47 will:

read and write on grade level through: shared reading/read-alouds, guided reading, independent reading, guided writing and independent writing as they relate to the writing genres.

● Teacher feedback that supports "next steps" for students, grows and glows.

● Students will read a minimum of 25 books independently.

● Students will gain deeper meaning of text through rich discussions and open-ended questions. Students will take ownership of their questioning and discussion in the classroom by developing their own questions about a topic and taking initiative in partner and whole class discussions.

● Students will be able to complete Math "Problem of the Day" independently and explain their work.
School Demographics and Accountability Snapshot for 12X047

Grade Configuration (2018-19) 0K,01,02,03,04,05
Total Enrollment (2017-18) 1075
SIG Recipient (Y/N) No

English Language Learner Programs (2018-19)
Transitional Bilingual YES
Dual Language N/A
Self-Contained English as a Second Language N/A

Special Education Programs/Number of Students (2015-16)
# Special Classes (ELA) 59
# SETSS (ELA) 42
# Integrated Collaborative Teaching (ELA) 83
# Special Classes (Math) 58
# SETSS (Math) 39
# Integrated Collaborative Teaching (Math) 81

Types and Number of Special Classes
# Visual Arts 45
# Music 45
# Drama 45
# Foreign Language 45
# Dance 45
# CTE N/A

School Composition (2017-18)
% Title I Population 97.0% % Attendance Rate 91.8%
% Free Lunch 93.4% % Reduced Lunch 3.5%
% Limited English Proficient 26.5% % Students with Disabilities 18.2%

Racial/Ethnic Origin (2017-18)
% American Indian or Alaska Native 2.1% % Black or African American 15.7%
% Hispanic or Latino 64.9% % Asian or Native Hawaiian/Pacific Islander 14.0%
% White 2.7% % Multi-Racial 2.6%

Personnel (2015-16)
Years Principal Assigned to School (2018-19) 14.74
# of Assistant Principals (2016-17) 8
% of Teachers with No Valid Teaching Certificate 0% % Teaching Out of Certification 8%
% Teaching with Fewer Than 3 Years of Experience 13% Average Teacher Absences (2014-15) 6.7

Student Performance for Elementary and Middle Schools (2017-18)
ELA Performance at levels 3 & 4 25.8% Mathematics Performance at levels 3 & 4 21.0%
Science Performance at levels 3 & 4 (4th Grade) (2016-17) 70% Science Performance at levels 3 & 4 (8th Grade) (2016-17) N/A

Student Performance for High Schools (2016-17)
ELA Performance at levels 3 & 4 N/A Mathematics Performance at levels 3 & 4 N/A
Global History Performance at levels 3 & 4 N/A US History Performance at Levels 3 & 4 N/A
4 Year Graduation Rate N/A 6 Year Graduation Rate (2011 Cohort) N/A
Regents Diploma w/ Advanced Designation N/A % ELA/Math Aspirational Performance Measures (2015-16) N/A

Overall NYSED Accountability Status (2018-19)
Reward No Recognition N/A
In Good Standing No Local Assistance Plan No
Focus District Yes Focus School Identified by a Focus District Yes
Priority School No Focus Subgroups SWD

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

Elementary/Middle School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino NO Asian or Native Hawaiian/Other Pacific Islander YES
White N/A Multi-Racial N/A
Students with Disabilities NO Limited English Proficient NO
Economically Disadvantaged NO ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino NO Asian or Native Hawaiian/Other Pacific Islander NO
White N/A Multi-Racial N/A
Students with Disabilities NO Limited English Proficient NO
Economically Disadvantaged NO ALL STUDENTS NO

Met Adequate Yearly Progress (AYP) in Science (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino NO Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities NO Limited English Proficient NO
Economically Disadvantaged NO ALL STUDENTS NO

High School
Met Adequate Yearly Progress (AYP) in ELA (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged N/A ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
Economically Disadvantaged N/A ALL STUDENTS N/A

Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
American Indian or Alaska Native N/A Black or African American N/A
Hispanic or Latino N/A Asian or Native Hawaiian/Other Pacific Islander N/A
White N/A Multi-Racial N/A
Students with Disabilities N/A Limited English Proficient N/A
| Economically Disadvantaged | N/A | ALL STUDENTS | 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
<td>X</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
<td>X</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
<td>NA</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
   - Teachers are using the NYC ELA Rubric.
   - Teachers are using the Teachers College Reading and Writing Program.
   - Teachers are providing daily guided lessons with a strategic mini-lesson.
   - Associate Model provides two teachers during Literacy Block reducing the adult to student ratio.

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.
   - All testing grades, 3rd, 4th and 5th totaled 26% on grade level on the 2017-18 ELA. English Language Learners totaled 1% on grade level and Special Education students totaled 2.6% on grade level. This goal was formulated to increase ELA scores for the 2018-19 school year, specifically on the writing part of the test.

Strength:

- Teachers are using the NYC ELA Rubric.
- Teachers are using the Teachers College Reading and Writing Program.
- Teachers are providing daily guided lessons with a strategic mini-lesson.
- Associate Model provides two teachers during Literacy Block reducing the adult to student ratio.

- For the 2017-2018 school year, Grade 3 reduced the number of Level 1's from 42% on the 2016-2017 ELA, to 21%. 

*2018-19 SCEP-FL*
Weakness:

-On the 2017-2018 ELA State Test, Grade 5 Level 1's was 54%. In 2016-2017 the Level 1's was 54%.

-The teachers need to better align curriculum and daily lesson plans to the CCLS.

-Teachers need to better use data to drive instruction.

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

### Part 2 – Annual Goal

Indicate your school’s 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal #1**

By June of 2019, student writing will align to the Common Core State Standards as a result of the implementation of the Teachers College Reading and Writing Program and teacher professional development. The number of students on grade 5 achieving a level 3 and above will increase by 10% as measured by the 2019 NY State ELA assessment.
### 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Grade k -5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Literacy Coach, Generation Ready Consultant, Literacy Support Consultant, Classroom Teachers, Associate Teachers, AIS Specialist</td>
</tr>
</tbody>
</table>

- One teacher on each grade will receive training from Teacher’s College to turn-key to the grade.
- The introduction of two new Literacy Coaches who are versed in TC Writing. Both teachers will also be trained to mentor with the New Teacher Center.
- Teachers will form teams to revise curriculum maps.
- Students will complete Writing Assessments On Demand) from Teacher’s College Units of Study.
- Mini-Posters: Bloom’s Taxonomy and Webb’s Depth of Knowledge distributed.
- Professional Development for teachers around Common Core Writing Tasks.
- Distribution of Bloom’s Taxonomy Sample Question Cards.
- Distribution of Bloom’s Question Stem Cards.
- Professional Development for Teacher’s “Looking at Student Work” in Writing. Data to Drive Instruction.
- Teacher Book Study on: A Taxonomy for Learning, Teaching and Assessing by Pearson Education.
- Bilingual, ENL and special education teachers will be trained on Achieve 3000/Kids Biz and Reading A to Z.
- Whole school resource MyOn.
● Modeled Writing: Teachers will provide a writing sample for students. UDL (Universal Design For Learning)

● Dictionaries in each classroom.

● Word Walls in Literacy and all content areas.

● Use of Technology, Smart board, I Pads and Laptops

● Use of Writing Conferencing Notes for the development of individual and group re-teaching of writing strategies and conventions.

● Rubrics and checklist to support independence in writing.

● Students keep writing portfolios.

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<tr>
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<tbody>
<tr>
<td>● Periodic review of goals and writing focus with SLT.</td>
<td></td>
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</tr>
<tr>
<td>● Parent Involvement Tuesdays: Review of student work, including writing.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>● Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc.</td>
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<td></td>
</tr>
<tr>
<td>● Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Literacy.</td>
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</tbody>
</table>

Students feel free to take risks in writing and sharing their work for peer editing.

Teachers work together when “Looking at Student Work.”

Parent trust the school’s recommendation for “Next Steps for Parents.”

Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards.

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.
This year, every other Tuesday from September to June of 2018 will be dedicated to curriculum. A needs assessment will be given to parents asking them to prioritize which areas of the content they would like to learn about. When the parents visit the classroom teachers on those selected Tuesdays, they will learn what their child is learning. This will help parents to better support their children. This will be monitored by Assistant Principals and the Principal. Sign-in sheets will be kept.

The PTA will continue this year to purchase CITE workshops from October 2018 to May 2019. Several of the workshops will be dedicated to curriculum support for parents.

In the September Orientation of 2018, parents will make sure they have their child's Home Reading Log to keep track of the books their children are reading for 20 minutes each night. Teachers will monitor to make sure the logs are completed daily.

Coaches will provided two parent workshops during the school year that will focus on ELA and Math instruction. One workshop will take place in ELA and Math in November and the second workshop in ELA and Math will take place in February.

The school science fair will take place in March of 2019. Parents will be invited in to observe the projects. Teachers will keep sign-in lists.

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>Resources include: Portfolios, Common Core Aligned Rubrics, Two Literacy Coaches, ULIT Coach, Generation Ready Consultant, Literacy Support Consultant and District 12 New Teacher Center Mentoring Program. These resources will be funded through Tax Levy and Title 1 SWP funds.</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
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</tbody>
</table>

Part 5 – Progress Monitoring

<table>
<thead>
<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 of 2019, 5% of Grade 5 students will move from a level 1 to a level 2 as measured by I Ready ELA Assessment.</td>
</tr>
</tbody>
</table>
The data shows that 6% of the students in grade 5 were on grade level in October. By January those students went up 2% to 8%.

We are continuing to support the grade 5 students in ELA and accelerate growth by pushing the ELA Coaches into the grade 5 classes on a daily basis through March. Additionally, teachers utilize guided reading and strategy groups to move students in ELA.

Teacher college Unit of Study align with Test Sophistication.

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

I Ready Assessments, Fountas and Pinnell Assessments and Monthly In-House Assessments.

**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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>NA</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>x</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>NA</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

All testing grades, 3rd, 4th, and 5th totaled 17% on grade level on the 2017-18 State Math Assessment. English Language Learners totaled 6.5% on grade level and Special Education students totaled 8% on grade level. This goal was formulated to increase Math scores for the 2017-18 school year.

Strength:

- The most recent Quality Review conducted in March of 2018 shows that in the area of 3.4 P.S. 47 is “proficient” in establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. In the area of 4.2, P.S. 47 is “proficient” in the area of engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

- On the 2017-2018 State Math Test, Grade 3 grade 3 had 36% Level 1 students. In to 2016-2017, Grade 3 had 48% Level 1 students in Math.
Weakness:

-On the 2017-2018 State Math Test, 60% of the Grade 5 students scored a Level 1. In 2016-2017 60% of the Grade 5 students scored a Level 1.

-51% of students on grades 3, 4 and 5 scored a level 1 on the State Math Assessment.

-Teachers need to provide differentiation during the Math Block to support students with Math deficits, intervention and enrichment.

-Teachers need to better track student progress data from I-Ready and Go Math Assessments to drive instruction.

<table>
<thead>
<tr>
<th>Part 2 – Annual Goal</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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Based Organizations: Boy Scouts of America and Police Athletic League, will provide extracurricular activities that focus on safety, respect, self-esteem and academic achievement. By providing these additional student supports that focus on student safety and allowing students to work together in an environment where they can take risks and get additional academic services (specifically STEM), students in grades 3, 4 and 5 meeting proficiency will increase by 10% as measured by the 2019 New York State Math Assessment.</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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Grade k -5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Classroom Teachers, Math AIS Specialist</td>
</tr>
<tr>
<td>Special Education Students, ELLs and At-Risk Students in Grades K-5</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Classroom Teachers, Math AIS Specialist</td>
</tr>
</tbody>
</table>

- Teachers will provide Math Assessments for students using the Go Math Curriculum and Pearson’s Progress Monitoring. Math Performance Tasks: Writing/Math. Students show their work.
- Generation Ready Math Consultant will provide support to teachers to increase student achievement. Consultant will also work with 2 Math Coaches.
- Students will be given Math Mats to support independent work at home.
- Math mini-lessons for (HOT) Higher Order Thinking Questions from Go Math Curriculum.
- Mini-Posters: Bloom’s Taxonomy Question Stems for Math distributed.
- Professional Development for teachers around Common Core Math Tasks.
- Distribution of Daily Math Journals.
  - Math Turn and Talks, Think Pair Shares, etc.
- Math Maps distributed as a support for Math homework.
- Modeled Word Problems: Teachers will provide a Math sample for students. UDL (Universal Design For Learning)
- Use of Manipulatives and Models
- Dictionaries in each classroom.
- Word Walls in Math and all content areas.
- Use of Technology, Smart board, I Pads and Laptops
| Rubrics and checklist to support independence in Math. | Parents of Students in Grades K-5 | Sept. 2018-June 2019 | Administration, Math Coach, Classroom Teachers, Math AIS Specialist |
| Students keep Math portfolios. | | | |
| Review of School-wide goals during parent orientation. | | | |
| Periodic review of goals and Math/writing focus with SLT. | | | |
| Parent Involvement Tuesdays: Review of student work, including Math. | | | |
| Learning Leaders Workshops: Aligning Student Writing with the Common Core Learning Standards, College and Career Readiness Skills Needed, etc. | | | |
| Individual student Progress Reports accompanied by “Next Steps for Parents” Template that is individualized for each parent with activities they can do with their child at home to support Math. | | | |
| Parents to review and sign writing homework. | | | |
| Students feel free to take risks in writing and sharing their work for peer editing. | All Students Grade k -5 | Sept. 2018-June 2019 | Administration, Math Coach, Classroom Teachers, Math AIS Specialist |
| Teachers work together when “Norming in Math.” | | | |
| Parent trust the school’s recommendation for “Next Steps for Parents in Math.” | | | |
| Parents trust that Learning Leaders will support them to work with their child in aligning student work to Common Core Learning Standards. | | | |

### 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.

The two math coaches will provide two parent workshops in Math, one in November 2018 and one in February 2019. Parent Involvement Tuesdays will be used to support Math Curriculum ongoing throughout the school year from October 2018 to June 2019. Parents will learn what their child is being taught in the math classroom. Classroom teachers will keep sign-in sheets.

### Part 4 – Budget and Resource Alignment

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

Resources include: Portfolios, Common Core Aligned Rubrics, Math Journals, Math Coach, F-Status Math/Coach/AIS Specialist. These resources will be funded through Tax Levy funds.
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>Fund Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
<tr>
<td>Title I SWP</td>
</tr>
<tr>
<td>Title I TA</td>
</tr>
<tr>
<td>P/F Set-aside</td>
</tr>
<tr>
<td>21st Century</td>
</tr>
<tr>
<td>C4E</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund Source</th>
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</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
</tr>
<tr>
<td>Title III</td>
</tr>
<tr>
<td>PTA Funded</td>
</tr>
<tr>
<td>SIG Grant</td>
</tr>
<tr>
<td>School Achievement Funding</td>
</tr>
<tr>
<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.

In February of 2019, 5% of Grade 3, 4 and 5 students will move from a level 2 to a level 3 as measured by

- I Ready Math Assessment. On grade 3, 5% of the students were on grade level in October, going up 4% in January.
- On grade 4, 16% of the students on grade level went up 6% to 22% in January. On grade 4, 9% of the students on grade level in October went up 3% to 13% in January.
- We are continuing to support the student in grades 3, 4 and 5 by using the math coaches to do daily push-ins.

The math coaches will use previous state math assessments found on Engage New York. Classroom teachers will use Problem of the Day from old state tests as well and make use of the 5 Discourses.

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

Monthly Go-Math Assessments and I Ready Math Assessments

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>NA</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>x</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>NA</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

In September a Matrix was printed from Advance that displayed the distribution of ratings for the 2017-2018 ratings for the teachers currently at P.S. 47. A majority of the teachers are "effective."

Strength:

- For the 2017-2018 school year, 10% (17) of the teachers received a "highly effective" on the (MOTP) Measures of Teacher Practice and Measures of Student Learning (MOSL).

- For the 2017-2018 school year, 90% or (51) of the teachers received a "effective" on the (MOTP) Measures of Teacher Practice and Measures of Student Learning (MOSL).

Weakness:

- For the 2017-2018 school year, 2 Teachers received a rating of "developing" on their Measures of Student Learning.
-For the 2017-2018 school year, based on administrative feedback, teachers need further development on the competencies 3b: Question and Discussion Techniques and 3c: Engaging Students in Learning.

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #3

Teachers will receive on-going differentiated professional development by collaborating with the administration and coaches so that they can learn through: feedback, inter-visitation, article reviews and workshops designed for their particular area of need, ultimately increasing teacher effectiveness. As measured by Advance, 25% of the teachers that received a "developing" for the Danielson competency 3b: Question and Discussion Techniques" on their first observation will improve to “effective” by June of 2019.
## 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., average/under-credited, SIFE, STH).

<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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers that received a “developing” on their MOSL rating.</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</td>
</tr>
<tr>
<td>Teachers that received a “developing” on their MOSL rating.</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</td>
</tr>
<tr>
<td>Teachers that received a “developing” on their MOSL rating.</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</td>
</tr>
<tr>
<td>Teachers that received a “developing” on their MOSL rating.</td>
<td>Sept. 2018-June 2019</td>
<td>Administration, Math Coach, Literacy Coach, Teachers with “D” Rating.</td>
</tr>
<tr>
<td>SLT, Administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teachers receive ratings.
- Teachers meet with administration by October 30th to review 2 to 4 goals.
- Teachers receive support from the Literacy Coach.
- Teachers receive support from the Math Coach.
- New teachers receive support from mentors trained by New Teacher Center.
- Support provide by Generation Ready and Literacy support consultants.
- Additional strategic supports provided by New Teacher Center to Principal and Assistant Principal turn-keyed during professional learning time.
- TDEC Clinics provided to Principal and Assistant Principals to identify "best practices."


- Increased teacher-effectiveness to support at-risk population.
- SLT teacher support. Parent workshops to better support student and teacher practices.
“D” Rated Teachers trust Administration, Literacy Coach, Math Coach, Grade Teachers, to provide necessary supports to move them to an “effective” Teacher.

Teachers that received a “developing” on their MOSL rating.


### 3b – Parent and Family Engagement

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.

During SLT Meetings throughout the year, from September 2018 to June of 2019 parents will learn about the resources and supports "developing" teachers are receiving to make them better teachers. Parent will be reassured that their children are being taught by teachers that are working hard to improve their MOTP ratings.

The Principal will be responsible during the SLT meetings to disseminate this information. Agendas and sign-in sheets will be kept.

### Part 4 – Budget and Resource Alignment

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>21st Century C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[X]</td>
<td>[X]</td>
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</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.

By February of 2019, 15% of the teachers that received a "developing" on the Danielson competency 3b: Question and Discussion Techniques, will move to "effective" as measured by Advance. Additionally, by February of 2019 all District 12 New Teacher Center Mentors will have sign-in sheets for each professional development workshop that was turn-keyed. They will also have monthly logs of strategies presented to their mentees.

This goal was met.

#### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.
Monthly Advance Data based on observations.

**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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
<td>NA</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
<td>NA</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
<td>NA</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

For the 2017-18 school year, a Report from the Office of Safety and Youth Development shows that 13 out of 16 Occurrences/Infractions Level 1-5 take place in the classrooms.

Strength:

- Based on the New York Department of Education Suspension Report, in 2017/2018 P.S. 47 had 1 Principal’s Suspension and 1 Superintendent’s Suspension.

- For the 2017–2018 school year, P.S. 47 used Guidance Conferences and Counseling as a consequence to Level 1-5 Occurrences/Infractions reducing the number of Principal’s Suspensions.

- On the 2017-2018 Quality Guide 96% of families said that their child’s school was safe. 100% of the parents returned their surveys.
Weakness:

- Based on the New York Department of Education Suspension Report, in 2016/2017 P.S. 47 had 13 Principal's Suspension and 3 Superintendent's Suspension.


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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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

**Goal #4**

P.S. 47 will support the social and emotional development of all students. For the 2017-2018 school year, P.S. 47 had 109 Occurrences/Level 1-5 infractions. By implementing: Restorative Circles, PBIS HOOTS, Counseling through "I Raise Boys and Girls", Boy Scouts of America Respect Curriculum, P.S. 47 will reduce the number of Occurrences/Level 1-5 Infractions by 10%, by June of 2019 as measured to June of 2018.
# 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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers K-5</td>
<td>Sept 2018-June 2019</td>
<td>Classroom Teachers, Administration and Physical Education Teacher</td>
</tr>
</tbody>
</table>

- Teachers attend a five day training on Restorative Circles through District 12. The trainings are conducted through Morningside Center for Teaching Social Responsibility. Teachers will receive specific reading materials and resources pertaining to the grade they teach.

- P.S. 47 partners with the Community Based Organization "I Raise Boys and Girls." I Raise Boys and Girls take teacher referrals with parent consent for up to 60 students school-wide. They provide counseling for students with social and emotional concerns throughout the school, grades k through 5.

- PBIS Hoots is rolled out as a school-wide incentives program. Students save up their owl tickets to purchase prizes throughout the school year. Teachers are selected on each grade to distribute prizes periodically. Teachers receive professional development on how Hoots improves student behavior.

- Each teacher is responsible for developing class rules and consequences with their students.

- School social worker provides counseling for the mandated students.

- Professional Development is provided on Behavior Intervention Plans for teachers.

- Principal reviews Chancellor’s Regulation A-832/Anti-Bullying.

- School implements a Respect for All Team and brainstorms activities to teach respect.

- Boy Scouts of America provide a Respect for All Retreat for students in grades 2 through 5.

- Behavior Contracts are rolled out to students.
- Boy Scouts of America implement their "Respect Curriculum" to boys and girls.

- Parents will sign permission slips for counseling services with I Raise Boys and Girls.
- Parents will sign Behavior Assessments.
- Teachers will work with the School Based Support Team to create Behavior Intervention Plans.
- Parents will show up on Parent Involvement Tuesdays and Parent Conferences to support good student behavior.
- Parents will attend school-wide workshops conducted through school-based staff and CITE.

<table>
<thead>
<tr>
<th>All Students, K-5</th>
<th>Sept 2018-June 2019</th>
<th>Parents and Students</th>
</tr>
</thead>
</table>

- Will sign Behavior Contracts.
- Will work with I Raise Boys and Girls Counselors
- Will brainstorm and fund incentives for PBIS HOOTS.
- Attend guidance conferences to support positive student behavior.
- Provide reading materials that support "Respect for All."

<table>
<thead>
<tr>
<th>All Students</th>
<th>Sept 2018-June 2019</th>
<th>Classroom Teachers, Associate Teachers, Paraprofessionals, Parents, Students</th>
</tr>
</thead>
</table>

- Create a positive environment that is safe and supports healthy social and emotional behaviors.

<table>
<thead>
<tr>
<th>All Students</th>
<th>April 2019</th>
<th>Parents and Students</th>
</tr>
</thead>
</table>

### 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.

Parents will be provided with professional development social and emotional well-being. Parents will receive: Behavior Contracts, Behavior Assessments, Behavior Intervention Plans and permission slips for counseling.

### Part 4 – Budget and Resource Alignment

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

Classroom Teachers, Guidance Counselor and I Raise Boys and Girls will be funded through Title 1 SWP funds.

#### 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.

By February of 2019, there will be a 5% decrease in Occurrences/Level 1 to 5 Infractions as Measured by the 2018-2019 Office of Safety and Youth Development Report.

For the 2017-2018 school year, there was a total of 109 occurrences entered into OORS referring to levels 1 through 5.

For the 2018-2019 school year, September to January, there have been 62 occurrences entered in OORS referring to levels 1 through 5.

This number does not show a significant reduction. However, the school continues: Restorative Circles, At-Risk Counseling, I-Raise Boys and Girl counseling.

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


**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. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>NA</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>NA</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>x</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

A review of the number of parents participating in CITE(Center for Integrated Teaching and Learning) workshops is minimal (10 parents).

Strength:

- Based on the 2017-2018 School Quality Guide, 98% of the parents agreed that they are satisfied with the overall quality of their child’s teachers this year.
- On the 2017-2018 School Quality Guide, 88% of the families said that they are likely to attend a school meeting or school event.
- 100% of the P.S. 47 parents returned the school survey for the 2017-2018 school year.
- 850 parents attended the Parent Teacher Conference in November of 2017 and 900 in March of 2018.
For the 2017-2018 school year, Parent ESL Classes support immigrant parents. 25 parents attend classes in the library from November to May.

Police Athletic League enrolls 200 students in their after school program 5 days a week, until 6:00 PM, to free up time for parents.

Weakness:

Based on the 2017-2018 School Quality Guide, 71% of the parents say that they have had the opportunity to volunteer time to support the school.

For the 2017-2018 school year, parents had 0 fundraisers due to mismanagement of funds.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal #5

On the 2017-2018 School Quality Guide, 71% of the parents say that they have had the opportunity to volunteer time to support the school. The PTA, Teachers, and Administrators will continuously brainstorm opportunities throughout the school year to provide opportunities for parents to volunteer. By June of 2019 the number of parents who will volunteer time will increase to 80% as measured by the Parent Survey data in the School Quality Guide.
## 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).

<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? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept. 2018-2019</td>
<td>Principal, Assistant Principals, Classroom Teacher, Parent Coordinator</td>
</tr>
<tr>
<td>Principal/parents Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- P.S. 47 will partner with Learning Leaders.
- Principal will meet with PTA during the Quarterly Meeting to support PTA in creating volunteer jobs for parents.
- Parents attend CITE Workshops to get their Volunteer Badges.
- Parents will share their experiences volunteering at monthly meetings.
- Parents will be asked to volunteer on class trips. An effort will be made to include more parents.
- Ongoing parent workshops throughout the school year to help develop parents' understand the alignment of instruction with Common Core.
- Monthly Parent news letters to to highlight parent volunteers.

### Monthly activities to attract parents into the school: THANKSGIVING FEASTS, HOLIDAY GIFT GIVE AWAY, BLACK HISTORY ASSEMBLY, CULTURAL FAIR, SCIENCE DAY, MOTHER'S DAY BRUNCH, etc.

- School website to increase communication with parents listing dates for monthly PTA meetings and school events.
- School messenger purchased to inform parents of PTA meetings.
- Parent bulletin board so that parents can be reminded when school events and PTA meetings take place.
- Monthly PTA Flyers and reminders distributed to parents by PTA.
- Learning Leaders provides parent workshops on State assessments, Common Core Alignment and Parent Wellness.
- Learning Leaders provides parent training to partner parents with the school.

- Learning Leaders provides parent workshops on State assessments, Common Core Alignment and Parent Wellness.
- Learning Leaders provides parent training to partner parents with the school.
● Home Independent Reading Logs are signed by parents to assure that their child has read for 20 minutes each night. Teachers trust parents to monitor the reading.

● PTA provides monthly meetings for parents to learn. Refreshments will be served. Monthly give away.

● Two SLT Meetings each month that will focus on parent involvement and encouragement of activities that will bring parents in to the school.

### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 47 has partnerships with:</td>
</tr>
</tbody>
</table>

The Boy Scouts of America and The Police Athletic League will support parents throughout the year. They offer after school programs so that parents can work and pick their children up late in the evening. PAL is 5 days a week and they also work on Holidays.

### Part 4 – Budget and Resource Alignment

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

Teacher hours, CITE and coaches to provide Workshops, Monthly Flyers, Monthly Newsletters, etc.

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

| X | Tax Levy | || Title I SWP | || Title I TA | | P/F Set-aside | || 21st Century | || C4E |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || Title I 1003(a) | || Title III | || PTA Funded | | SIG Grant | || School Achievement Funding | || Other |

### Part 5 – Progress Monitoring

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

By February of 2019 parent participation on voluntary activities will increase to 76%. This will be measured by the sign-in sheets at the monthly PTA Meetings, CITE workshops and the sign-in sheets from the parent teacher conferences.


These numbers are up from last year by 30%. This year we had a parent who volunteered to work in the library. By having more parents at the meetings, more parents can better support the school.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019 School Quality Guide</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 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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Student performing below grade level on Fountas and Pinnell.</td>
<td>Guided Reading # of Students By Grade:</td>
<td>Small group – Differentiated instruction # of Students By Grade:</td>
<td>After the School Days</td>
</tr>
<tr>
<td></td>
<td>K 152, 1st 208, 2nd 179, 3rd 177, 4th 190, 5th 185</td>
<td></td>
<td>K 152, 1st 208, 2nd 179, 3rd 177, 4th 190, 5th 185</td>
<td>K 70, 1st 110, 2nd 100, 3rd 100, 4th 105, 5th 90</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Student performing below grade level on the Monthly Math Assessments.</td>
<td>Guided Instruction # of Students By Grade:</td>
<td>Small group – Differentiated Instruction # of Students By Grade:</td>
<td>After the School Days</td>
</tr>
<tr>
<td></td>
<td>K 76, 1st 104, 2nd 89, 3rd 8, 4th 60, 5th 90</td>
<td></td>
<td>K 76, 1st 104, 2nd 89, 3rd 8, 4th 60, 5th 90</td>
<td>K 70, 1st 110, 2nd 100, 3rd 100, 4th 105, 5th 90</td>
</tr>
<tr>
<td>Science</td>
<td>Student performing below grade level on the Monthly Science Assessments.</td>
<td>After the School Days # of Students By Grade:</td>
<td>Small group – Differentiated Instruction # of Students By Grade:</td>
<td>During School Days Content Area Reading</td>
</tr>
<tr>
<td></td>
<td>K 70, 1st 110, 2nd 100, 3rd 100, 4th 105, 5th 90</td>
<td></td>
<td>K 75, 1st 104, 2nd 89, 3rd 89, 4th 40, 5th 90</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Student performing below grade level on Guided Reading</td>
<td>Small group – Differentiated</td>
<td></td>
<td>During School Days</td>
</tr>
</tbody>
</table>
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students were categorized as the bottom third of the city on ELA and State Math Test | Pull-Out | Small group- Grade: 4th 10, 5th 60  
|---|---|---|---|
| Instruction  
# of Students By Grade: K 75, 1st 104, 2nd 89, 3rd 89, 4th 40, 5th 90  
| Reading  
| Content Area | Reading | during School Days |
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)


### 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.)
   - P.S. 47 has 26 students that are in temporary housing. Most of those students are in shelters.

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

   Some of the services provided at P.S. 47 for STH students:

   1. Each year we provide book bags to the students that are filled with basic school supplies. We also provide several school uniforms and gym uniforms and blankets.
   2. The parent coordinator reaches out to our STH students to welcome the parents and their families to our school. The parent coordinator invites those parents to workshops and community events.
   3. P.S. 47 provides a Food Bank for the parents of students in temporary housing. They can come to the school and stock up on canned goods.
   4. All transportation is set up by the school.
   5. Counseling is set up if necessary.
   6. P.S. 47’s Associate Model provides small group instruction that is differentiated for each student.
   7. The certified art teacher provides instruction to support emotional needs. Student work is placed around the room giving students a sense of belonging.

### Part B: FOR NON-TITLE I SCHOOLS

| NA |
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).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

| NA |

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.

| NA |
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

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![X] Schoolwide Program (SWP)</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- A representative from P.S. 47 attends all of the DOE hiring halls. The DOE’s New Teacher finder has also been used to hire new teachers as well. All of these candidates have been approved and certified.

- At P.S. 47 we are able to retain teacher through our Associate Model. This model allows the school to pair “new teachers” with “seasoned” teachers for a large portion of the day. The Associate Model is also “built in” professional development.

Teachers enjoy working with a partner and look forward to coming to work each day.

- Our Mentor Program is for all new teachers in their first few years. All Mentors are trained by The New Teacher Center. This is a grant that District 12 received. Each new teacher is matched up to a mentor who will support their instructional needs.

- There are five coaches: two Literacy Coaches, two Math Coaches and a Universal Literacy Coach for teachers in grades k-2, to provide one on one support for all teachers.

- Each teacher receives professional development two times a month with an academic focus. There is a full day professional development day in November and June.

- Outside Consultants also provide support for teachers: CEI, Literacy Support and Generation Ready. This year P.S. 47 has become an official Teachers College school. Lead teachers will receive professional development at Teachers College and turnkey back at the school. Consultants will also provide professional development at the school.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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/information, early intervention services, etc.).

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools
**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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>$1,067,828</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$175,973.00</td>
<td>NA</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$254,393.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$38,862.</td>
<td>N/A</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>$6,430,028.00</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1**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

2018-19 SCEP-FL
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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG funds:** 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. PS 47 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>P.S. 47 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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;

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**Parental Involvement and School Quality**

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
provide opportunities for parents to help them understand the accountability system, e.g., 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 Every Student Succeeds Act.

schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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.
P.S. 47, 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 Elementary and Secondary Education Act.

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:

● P.S. 47 Provides a school website for parents with general information about the school and events. At the click of a mouse, the website can be changed to any language to support parents.

● 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 Every Student Succeeds Act.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.

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: __________</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>☐ Before school ☒ After school ☒ Saturday academy</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ______</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>☒ K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5</td>
</tr>
<tr>
<td>☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: ______
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______

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: ______

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

Subgroups and Grade Levels of Students to be Served:
The After-school Program will serve students from grades 3-5. There will be a total number of 3 Bilingual/ENL teachers in the program. The classroom will have 20 students per grade - total of 60 students.
The Saturday program will be for Grades K-5. There will be a total of 6 teachers in the program. The classrooms will have 20 students - total of 120 students.
Our Extended Day After-school and Saturday Programs will serve to prepare our newcomers, beginners and struggling Language Learners who are at risk of becoming long term ELLs. We will also be targeting students with less than one year of ELL services, students who scored at the Entering (12) and Emerging/Transitioning (80) levels on the 2016 NYSESLAT. As well as students that have received more than 3 years of ELL services and are still struggling. Our program will consist of the following: Extended Day Program: Grade 5 - 1 class of ELLs, Grade 4 - 1 class of ELLs, Grade 3 - 1 classes of ELLs.
Total Certified ESL/Bilingual Teachers for Program: 3
Saturday Program: Grade 5 - 1 class, Grade 4 - 1 class, Grade 3 - 1 class, Grade 2 - 1 class, Grade K - 1 class of ELLs.
Total Certified ENL/Bilingual Teachers for Program: 6. In all, there will be approximately 140 students being serviced through both programs.

Schedule and Duration: The programs will meet as follows: Extended Day (Wed-Fri 2:20pm to 4:20pm - 2 hours) Program will begin Wednesday, October 17, 2018 and will end April 2019 for approximately 52 sessions. Saturday Program (9:00am to 12:00pm - 3 hours) Program will begin Saturday, November 17, 2018 and will end April 2019 for approximately 16 sessions. All classes will be instructed in English with Bilingual support as needed. Each class will be taught by a
Part B: Direct Instruction Supplemental Program Information
certified ENL/Bilingual teacher to maximize student learning and successes. The total number of
6 certified ENL/Bilingual teachers working both programs.

Types of Materials: Students will be exposed to technology through the use of the i-
Ready program from Curriculum Associates, which provides comprehensive assessments
offering a complete picture of student growth and performance with personalized instruction, and
leveled reading material for individual instruction. Students will develop test preparation skills
through the use of NYSESLAT workbooks and newcomers will be provided small group
instruction using the Rigby Newcomer Student materials.

Part C: Professional Development
Describe the school’s professional development program for Title III Program teachers as well as
other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:
This year our focus is on providing more professional development opportunities for teachers in
the ENL/Bilingual classrooms. Teachers will be given the opportunity to attend professional
development focusing on ELLs and the Common Core. Teachers will learn how to track ELL
students through EDAT tracker. We will also provide opportunities for ELL teachers to review
student work and analyze monthly data. With our new iReady program there is extensive data to
look at, review and prepare lessons geared towards specific areas of weakness. Teams will sit
together to look at the data from the program to develop strategies for achieving success.

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

Schedule and Duration: Teachers of ELLs will meet on the mandated Professional Development
Days throughout the school year. Our mandated Professional Days are every Monday. Topics to
be covered: Use of schedule in collaboration with the Professional Learning Team, Professional
Development will be provided to teachers of ELLs throughout the school year. There will be also
be specified training in the spring when it is time to prepare for NYSESLAT.

Topic: Guided/Independent Reading for ELLs various groupings, Topic: iReady: Professional
Development Consultants Teachers to receive training: Bil/ENL teachers in Grades 3, 4, and
5 Topic: Title III AMAO Estimator Provider: Ms. Nicole McKenna, ENL Coordinator,
Topic: Teacher's College Reading and Writing: Professional TC developers from Columbia for
all grades K-5. Teachers to receive training: Bil/ESL teachers in Grades K-5 Topic: Case Study
(Language Allocation Policy)
**Part C: Professional Development**

In addition - Topics:
1. Stages of Second Language Acquisition
2. Language Disability Vs. Language Acquisition
3. What's Different about Teaching ELA to English Language Learners?
4. Math Vocabulary and English Language Learners
5. Integrating Vocabulary into Content Areas
6. Teacher's College and English Language Learners

Name of Provider: Nicole McKenna, ESL Coordinator

**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: 

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

Ms. Hess, Ms. Cervantes, and Mr. Ruiz will be providing Parent ENL Academy. Parents will come to school to learn and participate in English-based activities provided for all parents of our ENL students. Parents will sign up and be asked to participate in the academy for a large portion of the school year.

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

Topics to be covered: starting in October we will begin a schedule for Parents of ELLs based on the schedule made during September ELL meetings and in accordance with the Professional Development Team and their school-wide Parent involvement schedule for the school year.

Provider: Ms. Sjogren, ENL Teacher
Participants: Parents of ELLs
November: November 19, 2018 2:30pm to 3:30pm Topic: How to Access MyOn
Participants: Parents of ELLs November 26, 2018 2:30pm to 3:30pm Topic: How to Access Class Dojo Provider: Ms. McKenna, ENL Teacher/ENL Coordinator

Participants: Parents of ELLs December: December 3, 2018 2:30pm to 3:30pm Topic: How to monitor Fluency and minute math tables Provider: Mr. Sjogren ENL Teacher
Participants: Parents of ELLs Saturday Parent Program: Will begin Saturday, December 8, 2018 through Saturday, January 12, 2019 for a total of 5 Sessions. Provider: Mr. Torres, General Ed Teacher, Bilingual Translator Team Member

How will parents will be notified of these activities?
Parents will receive correspondence through official school letters, flyers, class newsletters and Monthly calendars provided by the Parent Coordinator. All correspondence will be provided in Spanish, English and other native languages as needed. (Contact Ms. Laura Smith)
# Part E: Budget

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

Allocation Amount: $__

<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>_____ na</td>
<td>_____ na</td>
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<tr>
<td>• Per session</td>
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<td></td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<td>_____ na</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<td></td>
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<tr>
<td>Supplies and materials</td>
<td>_____ na</td>
<td>_____ na</td>
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<tr>
<td>• Must be supplemental.</td>
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<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
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<td>_____ na</td>
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<tr>
<td>Travel</td>
<td>_____ na</td>
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<tr>
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<tr>
<td>TOTAL</td>
<td>_____ na</td>
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</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>12</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>47</th>
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</thead>
<tbody>
<tr>
<td>School Name</td>
<td>John Randolph</td>
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</tbody>
</table>

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| Principal | Thomas Guarnieri |
| Assistant Principal | Suheil Pimentel |
| Coach | Eric Gertelman - Math Coach |
| Coach | Cristina Vitolo - Literacy Coac |
| ENL (English as a New Language)/Bilingual Teacher | Nicole McKenna |
| School Counselor |
| Teacher/Subject Area | Marie Morales - Bilingual |
| Parent | type here |
| Teacher/Subject Area | type here |
| Parent Coordinator | Laura Smith |
| Related-Service Provider | type here |
| Field Support Center Staff Member | type here |
| Superintendent | type here |
| Other (Name and Title) | type here |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 4 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 4 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 4 |
| Number of special education teachers with bilingual extensions | 1 |

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

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
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<td></td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If yes, indicate language(s):

- Spanish

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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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### 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?

   Our school uses the Fountas and Pinnell Assessment to assess the early literacy skills of ELLs in English. The data provides independent and reading instructional levels as well as fluency and comprehension. The data is then used for grouping, instructional planning, and response to intervention (RTI). This data will help drive our school's instructional plan by identifying the students that are most in need of additional language services. Our school also uses several benchmarks throughout the year to assess progress in the development of written English language.

2. What structures do you have in place to support this effort?
There are currently 2 Literacy Coaches for the upper and lower grades as well as 2 Math coaches. On every grade there is an ENL/Common Branch teacher that is in 2 classes for half the day. The ENL teachers work with the ENL Coordinator to program students according to their instructional levels.

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?**

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

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

There are currently 2 Literacy Coaches for the upper and lower grades as well as 2 Math coaches. On every grade there is an ENL/Common Branch teacher that is in 2 classes for half the day. The ENL teachers work with the ENL Coordinator to program students according to their instructional levels.

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.]

Our school uses data to guide instruction of ELLs within the RtI framework by using common core instructional materials that offer tier 2 and 3 interventions as well as extended concepts for those not at-risk. Our ENL/Bilingual teachers collect data on individual students through conferencing and individual assessments during reading, math, and writing. Teachers assess student results to understand what instruction has been provided and what the next steps should be. This data is used to create flexible grouping to help provide our ELLs with the appropriate intervention. Our Literacy program, TC Writing, TC Reading Workshop program(beginning September 2018) and Math program- GO Math!, are aligned to the Common Core Standards to provide all ELLs high-quality learning opportunities. Grade level teacher teams meet weekly to identify areas where students are struggling and together formulate monthly goals to guide instruction. During meetings teachers share data, think objectively about struggling students, and discuss the quality of instruction in each tier. Student work is analyzed during this time along with assessment results.

Our school uses data to guide instruction for ELLs through the following methods:
- small group instruction
- ENL scaffolds
- Associate Teachers (a second teacher in the class for additional support during literacy)
- Use of technology for individualized instruction through the use of the iReady program
- Extended Day and Saturday Programs for ELLs
- Provided researched based professional development for teachers
- We have fully credential Bilingual and ENL teachers.
- We have built-in professional development through the Associate Model.
- Generation Ready Bilingual/ELL Consultant

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 NYSITELL Scores for testing this year has been the following for grades K-5. Total number of students tested using NYSITELL was 71. The breakdown of the scores are as follows: K: 1; 1:7; 2: 2, 3:2, 4:1, 5:2. The majority of the students that took the NYSITELL in Kindergarten were in the advanced levels of the LAB-R (26); 15 scored in the intermediate level; 18 scored within the beginner level. The bulk of the students tested on the LAB-R is in kindergarten and the majority of those tested are eligible to receive ENL services. The data reveals that the majority of our ELL's are classified in the Advance Levels of the NYSESLAT exam consistently after two years of ELL services both through transitional Bilingual programs and ENL freestanding programs. Most of the Advanced level students are reaching those milestones within grades K-2 therefore entering into grades 3-5 with higher English understanding. Overall, students are progressing and achieving those advanced levels and proficient levels on the NYSESLAT. There is however, a disparity between achieving the advanced level scores and the ELA exam. Most, of the students in grades 3 and 4 achieved a level 1 on the ELA exam but it was comparable to their monolingual counterparts taking the same test. Students in grades 3, 4 achieved levels 1 and 2 on the Math Exam (Native Language Math was not available in these areas to assess). There is a higher percentage of ELL's scoring levels 2 in grade 3 as opposed to their counterparts (mathematics) this may be due to the Transitional Bilingual Program that works with students in both languages and facilitates the process by which students choose the language that they will be tested in. Note that the Science Exam also shows that ELL's perform higher achieving levels 3 and 4 at about 50% rate.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

There are currently 2 Literacy Coaches for the upper and lower grades as well as 2 Math coaches. On every grade there is an ENL/Common Branch teacher that is in 2 classes for half the day. The ENL teachers work with the ENL Coordinator to program students according to their instructional levels.

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**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.

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

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

      ENL/ Bilingual and Common Branch teachers who holds both certifications teach integrated ENL.

   b. TBE program. *If applicable.*

      In grades K-3 students are placed heterogeneously.

   c. DL program. *If applicable.*

      N/A

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

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

Transitional Bilingual Education Program
a. Stand Alone ENL -
Entering 1 Unit of Study (180 min)
Emerging .5 Unit of Study in ENL (90 min)
Transitioning - n/a
Expanding - n/a
Commanding - n/a
b. Integrated ENL
Entering - 1 unit of study (180 min)
Emerging - 1 unit of study in ENL/ELA (180 min)
Transitioning - .5 unit of study ENL/ELA (90 min)
Expanding - 1 unit of study in ENL/ELA or Content Area (180 min)
c. Home Language Arts -
Entering - 1 HLA Class
Emerging - 1 HLA Class
Transitioning - 1 HLA Class
Expanding - 1 HLA Class
d. Bilingual Content Area -
Entering - Minimum of 2
Emerging - Minimum of 2
Transitioning - Minimum of 1
Expanding - Minimum 1

ENL Units of Study
a. ENL Instructional Time
Entering - 2 Units of Study (360 min)
Emerging - 2 Units of Study (360 min)
Transitioning - 1 unit of study (180 min)
Expanding - 1 unit of study (180 min)
Commanding - Former ELLs must continue to receive services for an additional two years.
b. Stand-Alone ENL
Entering - 1 unit of study ENL (180 min)
Emerging - .5 unit of study in ENL (90 min)
Transitioning
Expanding
Commanding

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are appropriately evaluated in their native language through the Spanish Lab and the assessment program El Sol.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

Testing Accommodations

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

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

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

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?

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

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

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.

Our targeted intervention programs are: AIS in ELA; AIS in Math; After-school program; and Saturday program for At-Risk ELLs and Newcomers.

ELA: Literacy Intervention: Tier I intervention is scheduled for five 90 minutes per week of differentiated instruction. The effectiveness of Tier I is the use of Balanced Literacy through the Associate Model: two teachers provide daily small-group instruction based on common-core aligned material in an inter-related block. During this time reading workshop, writing workshop, and language-word study instruction is provided. Instructional decisions are based on flexible grouping, Common Core Standards, assessments, progress monitoring, benchmarks, rubrics, and data analysis for each student. With two teachers available for 90 minutes, LEP students are able to be given more attention and support in developing English Language proficiency. All instruction is delivered in English with native support when needed for clarification. Tier II intervention is built into the Literacy program, allowing teachers to support ELLs in small groups with ENL strategies and strategic supports for deeper understanding of concepts.

Tier III instruction: Each grade uses this time to increase language development through guided reading. Some of the research-based programs used are: Scholastic Guided Reading, RazKids (online program), Rigby (ELLs program), Phonics for Reading, Soar to Success, and Fundations. All of these programs serve to support LEP/ELL students in improving proficiency and developing academic skills in literacy (phonics, comprehension, vocabulary, etc.)

Math: Lower grades have 60 minute math periods five times a week and the upper grades 4th and 5th have 90 minute periods five times a week in English in ENL classes and Spanish/English in Bilingual classes. During this time, tier I and tier II response to intervention groups are formed based on flexible grouping based on common core content. Language support is also incorporated during this time for ELLs through visual or kinesthetic small groups. Additional interventions used are Soar to Success Math, Go Math educational games, and Uptown Education (educational software) are used to drive data driven instruction to build conceptual understanding and ensure mastery of skills; and assist in developing the ability to think critically and solve problems based on common core standards.

Science: Tier I intervention is scheduled within the three 45 minute periods per week through differentiated instruction. The instruction reflects a student centered, problem solving approach to science aligned to Common core standards, benchmarks, assessments, data analysis, and rubrics. Content area guided reading is included 3 times a week. Tier II intervention is implemented in small groups 2 times a week during the day with targeted differentiated instruction. Foss Kits, Uptown Education, Delta Science Modules (grades 3-5), are tool-kits used for intervention and re-teaching strategies through technology and hands-on activities designed to target instructional needs.

Social Studies: Tier I intervention is scheduled for three 45 minute periods per week of differentiated instruction aligned with Common Core Standards, assessments, data analysis, progress monitoring, and rubrics. Content area guided reading is included during this targeted instruction to drive comprehension. Small group instruction provides Tier II intervention using additional resources - texts, visuals, Uptown Education - to scaffold re-teaching and support comprehension and academic
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Our Programs will remain the same.

10. If you had a bilingual program, what was the reason you closed it?
    Paste response to question here:

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Our ELLs have access to our After-school and Saturday Academy. Saturday Academy, which is funded by Title III and our Immigrant Title III budget, prepares our newcomers, beginners, and struggling language learners who are at-risk of becoming long term ELLs. We are targeting students who have less than one year of ENL services, students who scored at the beginner level on the NYSESLAT and students who have received more than three years of ENL services and are still struggling. After-school programs target the same groups of ELLs. Third through Fifth grade meet 3 times a week after-school with no more than 20 students per class and no less than 15. All instruction is given in English. The programs will prepare students for the NYSESLAT and ELA by developing their English reading, speaking, writing, and listening skills.

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

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Native language support is delivered through content supplemental materials in our Transitional Bilingual classes. Bilingual textbooks, leveled readers, and workbooks are used to support our students in their native language. In our ENL classes, native support is delivered by partner pairing and translation. Also, most of our ENL teachers are bilingual so students can receive native language support through the teacher as well.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    Teachers and our ELL supervisor make sure that all content, material, and support is age appropriate and on grade level. Each student is places based on age in the appropriate grade and resources distributed are per grade.

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?
    All ENL and Bilingual classrooms, as well as general education classes, are equipped with Smart-boards. Through the use of technology students are given access to visual aids, notebook and PowerPoint presentations, websites, and interactive learning games. The Smart-boards provide visual aids to develop and support conceptual understanding in all content areas, whether in
English or their native language. Currently 32 iPads are used in the upper grades during Literacy period to help newcomers and long term ELLs with interventions and enrichment. The 3rd through 5th grades use My On and RazKids as an additional intervention for our ELLs. We also have dictionaries and NYSESLAT preparation books. Social Studies instructional material used is the Social Studies New York City from Houghton-Mifflin Harcourt. Science instructional material comes from Foss Web, which allows for interactive learning. Our Literacy instructional material is from ReadyGen for all grades, but will be switching to Teachers College Reading Workshop next year. There is ELL scaffolding in each lesson for vocabulary and comprehension development. Math instructional material, Go Math! is also from Houghton-Mifflin Harcourt, which contains a scaffolding ENL strategies handbook for all classroom teachers. Go Math! is accessible through the internet and Smart-board files to further interactive learning.

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).

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

17. What language electives are offered to ELLs?

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

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)?

N/A:

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?

Professional Development opportunities are offered through information provided by the office of Division of English Language Learners and Student support. The opportunities are shared with the ELL and bilingual teachers and they can attend sessions that are meaningful for our students and school community.

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.

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

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

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

This years current PD schedule is as follows:

- November 21st - Danielson 1a Demonstrating Knowledge of Content - Literacy Coach Vitolo & Coach Gertelman
- November 26th - Danielson 1a Demonstrating Knowledge of Content & 3c Engaging Students in Learning - Go Math Smartboard
  - K - Ms. Rossini & Ms. Perez; 1st Ms. Sjogren (w/Ell Strategies); 2nd Ms. Carrick; 3rd Ms Greenstein (SWD); 4th Ms. Russon(SWD); 5th Ms.LoPiccolo
- December 11th - Danielson 1d Demonstrating Knowledge of Resources - Social Studies Mr. Laverty
- December 19th - Danielson 3b - Questioning & Discussion - Go Math! Through the Arts - Ms. Temple & Coach Gertelman
- January 8th - Danielson 3b - Questioning & Discussion - ReadyGen - Coach Vitolo & Coach Carota
- January 15th Danielson 3b - Questioning & Discussion - Go Math! Coach Clark and Coach Gentleman
- February 5th Danielson 3c - Engaging Students in Learning - Grouping in ReadyGen - Coach Vitolo & Coach Carota
- February 12th Danielson 3d - Using Assessment in Instruction - Math - Coach Clark and Coach Gentleman
- March, April and May schedules are in the planning stages.

Our ELL teachers will also attend outside professional developments for New ELL Coordinators, TC Writing Workshop series, ReadyGen NYC Philosophy, Priorities and Progression for Teachers, Go Math!, Individualized Smart-board training in-house by TEQ for K through 2 teachers, Brain Power and Restorative Circles to help our students emotionally in the classroom.

**Parental Involvement**

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

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents and all parents are invited to come celebrate cultural celebrations in the classroom as well as cultural days. They are also invited to come each Tuesday to engage in their child’s learning. Parents are invited to library events, TC writing celebrations on each grade and to attend trips to experience and make memories with their children.

Additional Information

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

There is no additional information at this time
Part 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, Thomas Guarnieri, 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-interrupted-inconsistent-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

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School DBN: 12X047</th>
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<tbody>
<tr>
<td>Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.</td>
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<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Thomas Guarnieri</td>
<td>Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Suheil Pimentel</td>
<td>Assistant Principal</td>
<td></td>
<td>6/27/18</td>
</tr>
<tr>
<td>Laura Smith</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/27/18</td>
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<tr>
<td>Nicole McKenna</td>
<td>ENL/Bilingual Teacher</td>
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<td>6/27/18</td>
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<tr>
<td>Marie Morales - Bilingual</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Cristina Vitolo/Literacy</td>
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<td></td>
<td>School Counselor</td>
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<td></td>
<td>Superintendent</td>
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<td>1/1/01</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: 12X047  School Name: PS 47  Superintendent: Rafaela Espinal

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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</thead>
<tbody>
<tr>
<td>Alvin</td>
<td>Torres</td>
<td>Teacher</td>
<td>Yes</td>
<td>Yes</td>
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</table>

* 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.

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

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

2. List parents’ preferred languages for both written and oral communication. 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>Bengali</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
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</tbody>
</table>

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

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Spanish

Part B: Communications Calendar & Language Services
1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September-June</td>
<td>Staff will be paid per session for translation. The documents are prepared throughout the year and the assigned staff is notified of the dates the documents need to be sent to parents and families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Currently, our translation team consists of staff members with various backgrounds in Spanish, French, Arabic and Benagl. Our team provides oral and written translation as needed. Staff members are paid per session on an as needed basis for their translation services. To accommodate our school community our team is tasked to translate all written documents by the next school day. This will allow our secretarial staff to save the documents on file for future references and to disseminate information to the school community in a timely fashion. Parents will receive written documents in the language they specified on their home language survey. Also, parents can also request communication in two languages. All translation services will be provided in-school and not by an outside vendor.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday's for Family Involvement</td>
<td>Staff is made available for translation in Spanish and a</td>
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<tr>
<td></td>
<td></td>
<td>Oral interpretation services will be provided by any member of our translation team and/or the NYC translation interpretation unit depending on the necessity of the language involved. As a secondary backup we have several staff members with backgrounds in bilingual</td>
</tr>
</tbody>
</table>
and trilingual languages. We provide oral interpretation on Parent/Teacher Conference night to all ESL classrooms. We provide oral interpretation to all parents in need when registering their children. Oral interpretation services are provided by one of our team members or available staff member to all parents in need when they come to the school for appointments and/or concerns. The attendance teacher, school nurse and guidance counselor request in house interpretation services by school staff.

<table>
<thead>
<tr>
<th></th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>English</td>
<td>Other</td>
<td>Languages</td>
<td>Languages</td>
<td>Other</td>
<td>Languages</td>
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<td></td>
<td>Available</td>
<td>Access</td>
<td>Available</td>
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<td>Access</td>
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<td>by phone</td>
<td>through</td>
<td>by phone</td>
<td>through</td>
<td>by phone</td>
<td>through</td>
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<td></td>
<td></td>
<td>the NYCDOE</td>
<td></td>
<td></td>
<td></td>
<td>hotline</td>
</tr>
</tbody>
</table>

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

In addition to the office staff having access to the parent's information, the parent coordinator is also instrumental in communicating with parents. The parent coordinator will contact the office of translation and interpretation to send emergency communication to families as needed.

There are other staff in the building, including school aides that serve as translators and have relationships with many of our families.

**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.

Our school provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

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

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

**Part 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 require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

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

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

**Part 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?

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