



**47 THE AMERICAN SIGN LANGUAGE AND ENGLISH  
SECONDARY SCHOOL**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 47 THE AMERICAN SIGN LANGUAGE AND ENGLISH  
SECONDARY SCHOOL**

**ADDRESS: 223 EAST 23 STREET**

**TELEPHONE: 917-326-6668**

**FAX: 917-326-6688**



## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310200010047 **SCHOOL NAME:** 47 The American Sign Language and English Secondary School

**SCHOOL ADDRESS:** 223 EAST 23 STREET, MANHATTAN, NY, 10010

**SCHOOL TELEPHONE:** 917-326-6668 **FAX:** 917-326-6688

**SCHOOL CONTACT PERSON:** Watfa A. Shama **EMAIL ADDRESS:** wshama@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Elizabeth Brown

**PRINCIPAL:** Watfa A. Shama

**UFT CHAPTER LEADER:** Lucy McDough

**PARENTS' ASSOCIATION PRESIDENT:** Henry Sang

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Apollonia Moriarty

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 2 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** MARISOL BRADBURY/Marie Rousseau

**SUPERINTENDENT:** ELAINE GORMAN

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Watfa Ali Shama	Principal	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
liz brown	Admin/CSA	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
Lucy McDough	UFT Chapter Leader	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
Anne Yerger	editor	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
Henry Sang	PA/PTA President	Electronic Signature Approved. Comments: no access to a computer signature sheet in file. trouble logging in.
Delta Calderon	Parent	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
Jennifer Smith	UFT Member	Electronic Signature Approved. Comments: trouble logging in
Tina Yarovaya	UFT Member	Electronic Signature Approved. Comments: can't log in
allison McKelvy	UFT Member	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.

corryne perez	Student Representative	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
ADAM HUS	Student Representative	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.
Serenity Montalvo	Student Representative	Electronic Signature Approved. Comments: signature sheet in file. trouble logging in.

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

*At "47" we pride ourselves in creating a rich bilingual and multicultural community that merges motivated new learners of American Sign Language with a blend of signers from all levels of experience. Our intimate learning environment provides all of our students with engaging personal interaction, challenging curriculum, and innovative digital multi-media labs. Graduates leave our programs as leaders in our community who possess a diverse perspective on language and Deaf culture and a unique set of skills that provide a wide variety of career and academic opportunities.*

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	47 The American Sign Language and English Secondary School								
<b>District:</b>	2	<b>DBN #:</b>	02M047	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		90.7/86.7	91.6/ 86.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		96.5	96.08	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	40	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	42	31	0		66.7	45.2	79.1		
Grade 8	16	36	29						
Grade 9	36	38	44	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	31	39	30	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	25	18	23		3	4	TBD		
Grade 12	15	20	24						
Ungraded	6	1	7	<b>Recent Immigrants - Total Number:</b>					
Total	211	183	157	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	42	10	15	Principal Suspensions	48	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	10	27	23	Superintendent Suspensions	9	0	TBD		
Number all others	26	22	11						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	N/A	0	0		
<i>(BESIS Survey)</i>									
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	3				
# in Dual Lang. Programs	0	0	1	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	1	0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	12	2	2	Number of Teachers	27	22	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	8	TBD
				Number of Educational Paraprofessionals	4	3	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	13	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	59.3	78.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	48.1	52.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	78	TBD
American Indian or Alaska Native	0.5	0.5	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93	75.4	TBD
Black or African American	33.6	34.4	31.2				
Hispanic or Latino	50.7	50.3	55.4				
Asian or Native Hawaiian/Other Pacific Isl.	4.3	4.4	3.8				
White	10.9	10.4	8.9				
Multi-racial							
<b>Male</b>	34.6	33.9	36.3				
<b>Female</b>	65.4	66.1	63.7				
<b>2009-10 TITLE I STATUS</b>							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07		<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	
						<input checked="" type="checkbox"/> 2009-10	
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		
Science:	Y			Graduation Rate:	Y		

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√	Ysh	Ysh	√	42
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American	-	-	-	-	-	-	
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient							
Economically Disadvantaged	√	√	-	-	-	-	
<b>Student groups making AYP in each subject</b>	2	2	1	1	1	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	NR/A	<b>Overall Evaluation:</b>	▶
<b>Overall Score</b>	NR/ 71.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	NR/ 10.2	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	NR/ 9.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR/ 47.9	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	NR/ 4	Quality Statement 5: Monitor and Revise	▶

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

- Scores on Regents' performance are improving in ELA. Scores on Global Regents' are improving slightly. Professional development has focused on skills analysis and differentiated instruction. Students are setting goals in these areas; we are focusing on students taking ownership of their educational progress.
- In math and science, we are focusing on Regents' skills item analysis and Periodic Assessments in order to delineate the skills that students are lacking. We also are re-writing curriculum to aligned with the results of our item analysis and student needs assessment.
- We are providing targeted professional development in small groups for teachers which focus on the whole child; this PD includes Deaf Culture, Instructional and curriculum Goal Setting, Differentiated Instruction and Social and Emotional Development of Students. Teachers set SMART Goals and develop Action Plans related to increasing student achievement which will be reflected on our annual Progress Report and they develop Personal Professional Goals based on a self-assessment. Teachers also develop Professional Goals that focus on furthering our School-Wide goal of Improving Literacy across the Curriculum.
- School-Wide Leadership/Content Teams were developed last year and continued this year to implement a system of looking at student data. Within these Leadership Teams, Inquiry Teams exist to pinpoint and develop students functioning at high, medium and low academic levels. Inquiry Teams then target students considered to be in our "bottom third." Teams develop strategies to address students' needs and skill deficiencies. Every staff member is on a team therefore, everyone on staff is using data to inform instruction.
- We are now able to early identify students who are NOT ready to graduate with a Regents diploma and conduct academic intervention: assigned tutors, AIS time and targeted regents prep skill classes.
- The main barrier at "47" is that not all students receive Direct Instruction due to language issues. Some receive instruction via a Sign Language Interpreter. To remedy this, we are offering classes to all staff members, twice a week, to improve their American Sign Language skills. Hopefully within the next few years, we will be able to provide a full dual language program with Direct Instruction to every student.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
<input type="checkbox"/> Goal 1: To improve the number of four year graduates with Regents Diplomas and Advanced Regents Diplomas.	<input type="checkbox"/> Based on the Progress Report, Quality Review, Learning Environment Survey and data within the school
<input type="checkbox"/> Goal 2: To improve the percentage of first math regents pass rates for all students.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Based on
<input type="checkbox"/> Goal 3: To collect and analyze data in order to elevate the level of teaching and learning across all grades, courses, and programs.	<input type="checkbox"/> Based on
<input type="checkbox"/> Goal 4: To Improve student course passing rate by the end of the 2010-2011	<input type="checkbox"/> Based on
<input type="checkbox"/> Goal 5: To continue the rigorous efforts already in place to improve college readiness.	<input type="checkbox"/> Based on



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 1: To improve the number of four year graduates with Regents Diplomas and Advanced Regents Diplomas.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Use of Data</p> <ul style="list-style-type: none"> <li>- At the beginning of the spring term of 2010, analysis of the following data sets to identify students of the 2010 cohort who need extra academic support to obtain a Regents and Advanced Regents Diploma:</li> <li>- ARIS</li> <li>- Scholarship reports from ATS, HSST</li> <li>- Adjustment of school programming to maximize classroom instruction-extended day and Saturday intensive instruction will be made available</li> </ul> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>- Teachers will administer midterm and final exams to identify student needs and</li> </ul>

	<p>to plan for improvement accordingly</p> <ul style="list-style-type: none"> <li>- Regents exams from years past will be integrated into each courses' assessment structure.</li> <li>- School-wide professional development sessions will be held to utilize ARIS information in order to assess and strategize student achievement in class</li> <li>- Assistant Principal, Guidance Counselor, and Teachers will utilize the ARIS and Scholarship Reports in order to assess if students are: <ul style="list-style-type: none"> <li><input type="checkbox"/> On Track</li> <li><input type="checkbox"/> Almost on Track</li> <li><input type="checkbox"/> Off Track</li> </ul> </li> </ul> <p>The requisite number of credits and regents exams</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Administration and Network will provide strategic professional development once a month focused on interpreting data to differentiate classroom instruction</li> <li>- Common Prep meetings once a week will be devoted to teacher analysis to assess and strategize student achievement in class</li> <li>- UFT Teacher Center mentor will mentor teachers in planning targeted and focused instruction to meet the needs of individual students</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> - Analysis of cohort 2010 attendance marking period by marking period</li> <li>- Analysis of grades at the end of each marking period for cohort 2010</li> <li>- Analysis of transcripts for cohort 2010</li> <li>- Small group meetings and cohort assemblies</li> <li>- Review of diploma requirements with students</li> </ul>
--	---

**Subject Area (where relevant) :**                      **Math**  


---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Goal 2: To improve the percentage of first math regents pass rates for all students.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect, record, analyze and document credit accumulation data for math courses during the 2009-2010 year</li> <li>- Strategies with classroom teachers during Content Area Meetings and Common Planning Time regarding areas of concern</li> </ul>

	<ul style="list-style-type: none"> <li>- Review transcripts and report cards with parents, faculty and staff, and students starting October 2010 in order to determine interventions needed through tutoring and independent study.</li> <li>- Program Prep classes for students who scored less than a 65 for any math regents</li> <li>- Improve the ninth-grade student to teacher ratio in math classes by having team teaching 9th grade algebra</li> <li>- Use of Achievement Reporting and Innovative System (ARIS) to help teachers with student information</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate Technology into classes</li> <li>- Professional Development offered by DOE, UFT Teacher Center, Network and other agencies</li> <li>- Common planning meetings to discuss student progress</li> <li>- Intervisitations to maximize teacher effectiveness</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The master from HSST will show number of students assigned to each course.</li> <li>- Teacher feedback to identify strengths and weaknesses, and formulate instructional plans</li> <li>- Network Professional Development turn-keyed to staff</li> <li>- Consistent instruction school wide as evidenced by classroom visits, student work, and</li> </ul>

	<p>lesson plans</p> <ul style="list-style-type: none"> <li>- Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data</li> <li>- Grade specific common planning time embedded in school program</li> <li>- Principal reviews quantitative and qualitative data</li> </ul>
--	---

**Subject Area**  
(where relevant) :

---

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal 3: To collect and analyze data in order to elevate the level of teaching and learning across all grades, courses, and programs.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>- Receive training in state-of-the-art technology, including computer software and equipment used by industry</li> <li>- Participate in a hands-on, learn-by-doing program that utilizes team efforts</li> <li>- Learn how to work as a team with fellow students to solve real-world problems and projects</li> <li>- Reinforce their study of math and english</li> <li>- Scholarship reports from ATS, HSST</li> </ul>

	<ul style="list-style-type: none"> <li>- Adjustment of school day to maximize classroom attendance percentages</li> <li>- Select highly qualified teachers to lead ninth-grade teams of teachers in creating an interesting, challenging and engaging learning experience for students.</li> <li>- Teachers will administer uniform assessments and periodic assessments to identify student needs and to plan for improvement accordingly.</li> <li>- Teachers will utilize data tool information in order to assess and strategize student achievement in class.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <b>Development of Staff</b></p> <ul style="list-style-type: none"> <li>- Strategic professional development on interpreting data to differentiate classroom instruction</li> <li>- Support will be provided to teachers in planning targeted and focused instruction to meet the needs of individual students</li> <li>- Use of Network and UFT Teacher Center professional development</li> <li>- Assign all seniors an adult mentor to advise them throughout high school, to assist them and their parents in setting post-high school career and education goals and to help students find the necessary assistance they need to meet high school course standards.</li> </ul>

	<p><b>Use of Resources</b></p> <p>Assistant Principal will provide professional development for teachers in content areas</p> <ul style="list-style-type: none"> <li>- School wide grading policy</li> <li>- Common Planning meetings</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> - Analysis of attendance</li> <li>- Analysis of grades at end of each marking period</li> <li>- Review of student profiles from ARIS</li> <li>- Review of Periodic Assessment and diagnostic exams</li> </ul>

**Subject Area**  
**(where relevant) :**

\_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Goal 4: To Improve student course passing rate by the end of the 2010-2011</li> </ul>
--	---

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Purchase an online gradebook to make transparent student progress (accessible for continual monitoring by students and parents)
- Requirement that all classes include the Infusion of at least ONE engaging, technology-based project in each content area class per year
- Mandatory after school “academy” for at risk 9th graders to begin in February for Spring Term
- Grade aligned Collaborative Team Teaching program to support IEP students and at risk learners throughout the 2010 - 2011 school year
- Improving attendance
- to the use of data to differentiate instruction and meet student learning goals
- Regular coaching of teachers in the development of authentic critical thinking curriculum and Regents Prep courses for students
- Targeted intervention programs and strategies
- Weekly ILeadership Team meetings design and implement appropriate interventions for 9th grade Level I students
- All classroom teachers are responsible for running groups twice a week and for monitoring of student progress
- Honor Roll assemblies occur at the end of each marking period to acknowledge and reward academic excellence and student progress and improvement

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Subscription to an online gradebook to monitor student progress and eChalk</li> <li>• Professional development in differentiation of instruction and curriculum design</li> <li>• Tax Levy and Title I funds used to purchase materials and supplies for intervention programs for at risk and high needs populations (IEP students)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student credit accumulation as evidenced by the scholarship report generated at the end of each marking period (6x / year)</li> <li>• Mid year review to show increased credit accumulation as compared to 2009 - 2010 data</li> <li>• Review of Marking Period data (6x / year)/Scholarship Report HSST</li> <li>• Teachers access ARIS to both input and monitor student data in an effort to gauge the efficacy of their work toward student achievement goals</li> </ul>

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Goal 5: To continue the rigorous efforts already in place to improve college readiness.</li> </ul>
--	--

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□  College readiness will be improved through encouraging students to register for the offered College Now in Math, English, Social Studies and Science. Teachers will be offered professional development to improve instruction in these areas. Progress will be assessed through attendance records and student achievement. This will be monitored by the Leadership Teams.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□  Staff will receive professional development for improved instruction during common planning time. Leadership teams will meet review data and discuss strategies for increasing student achievement. Attendance meetings will be held to discuss strategies for improving student participation in school. College visits will be held for all grades.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□</p> <ul style="list-style-type: none"> <li>• At least 60% of the students will be enrolled in a least Pre College Now or College Now courses in partnership with Baruch College</li> <li>• Students will be taking classes for college credit by their senior year.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8	19	15	12	9	8		2	
9	20	30	20	20	20	7	10	4
10		15	15		23	1	12	1
11	13	19	12	11	3	8	2	
12	4	5	3	9	2		4	

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).																				
<b>ELA:</b>	<input type="checkbox"/> <table border="1" data-bbox="661 435 1885 673"> <thead> <tr> <th>Program</th> <th>Delivery of Service</th> <th>Service is Provided</th> </tr> </thead> <tbody> <tr> <td>Tutoring</td> <td>ONE ON ONE TUTORING</td> <td>DURING THE DAY</td> </tr> <tr> <td>Tutoring</td> <td>Small Group Tutoring</td> <td>Afterschool</td> </tr> <tr> <td>Class Size</td> <td>15 to a class</td> <td></td> </tr> <tr> <td>Two teachers</td> <td>Ctt model of instruction</td> <td></td> </tr> <tr> <td>Use of Data to inform instruction</td> <td>Scantron</td> <td></td> </tr> </tbody> </table>			Program	Delivery of Service	Service is Provided	Tutoring	ONE ON ONE TUTORING	DURING THE DAY	Tutoring	Small Group Tutoring	Afterschool	Class Size	15 to a class		Two teachers	Ctt model of instruction		Use of Data to inform instruction	Scantron	
Program	Delivery of Service	Service is Provided																			
Tutoring	ONE ON ONE TUTORING	DURING THE DAY																			
Tutoring	Small Group Tutoring	Afterschool																			
Class Size	15 to a class																				
Two teachers	Ctt model of instruction																				
Use of Data to inform instruction	Scantron																				
<b>Mathematics:</b>	<input type="checkbox"/> <table border="1" data-bbox="661 808 1885 1084"> <thead> <tr> <th>Program</th> <th>Delivery of Service</th> <th>Service is Provided</th> </tr> </thead> <tbody> <tr> <td>Tutoring</td> <td>ONE ON ONE TUTORING</td> <td>DURING THE DAY</td> </tr> <tr> <td>Tutoring</td> <td>Small Group Tutoring</td> <td>Afterschool</td> </tr> <tr> <td>Class Size</td> <td>15 to a class</td> <td></td> </tr> <tr> <td>Two teachers</td> <td>Ctt model of instruction</td> <td></td> </tr> <tr> <td>Use of Data to inform instruction</td> <td>Scantron</td> <td></td> </tr> </tbody> </table>			Program	Delivery of Service	Service is Provided	Tutoring	ONE ON ONE TUTORING	DURING THE DAY	Tutoring	Small Group Tutoring	Afterschool	Class Size	15 to a class		Two teachers	Ctt model of instruction		Use of Data to inform instruction	Scantron	
Program	Delivery of Service	Service is Provided																			
Tutoring	ONE ON ONE TUTORING	DURING THE DAY																			
Tutoring	Small Group Tutoring	Afterschool																			
Class Size	15 to a class																				
Two teachers	Ctt model of instruction																				
Use of Data to inform instruction	Scantron																				
<b>Science:</b>	<input type="checkbox"/> <table border="1" data-bbox="661 1123 1885 1399"> <thead> <tr> <th>Program</th> <th>Delivery of Service</th> <th>Service is Provided</th> </tr> </thead> <tbody> <tr> <td>Tutoring</td> <td>ONE ON ONE TUTORING</td> <td>DURING THE DAY</td> </tr> <tr> <td>Tutoring</td> <td>Small Group Tutoring</td> <td>Afterschool</td> </tr> <tr> <td>Class Size</td> <td>15 to a class</td> <td></td> </tr> <tr> <td>Two teachers</td> <td>Ctt model of instruction</td> <td></td> </tr> <tr> <td>Use of Data to inform instruction</td> <td>Scantron</td> <td></td> </tr> </tbody> </table>			Program	Delivery of Service	Service is Provided	Tutoring	ONE ON ONE TUTORING	DURING THE DAY	Tutoring	Small Group Tutoring	Afterschool	Class Size	15 to a class		Two teachers	Ctt model of instruction		Use of Data to inform instruction	Scantron	
Program	Delivery of Service	Service is Provided																			
Tutoring	ONE ON ONE TUTORING	DURING THE DAY																			
Tutoring	Small Group Tutoring	Afterschool																			
Class Size	15 to a class																				
Two teachers	Ctt model of instruction																				
Use of Data to inform instruction	Scantron																				

<b>Social Studies:</b>	<input type="checkbox"/>		
	Program	Delivery of Service	Service is Provided
	Tutoring	ONE ON ONE TUTORING	DURING THE DAY
	Tutoring	Small Group Tutoring	Afterschool
	Class Size	15 to a class	
	Two teachers	Ctt model of instruction	
	Use of Data to inform instruction	Scantron	
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> Group counseling <input type="checkbox"/> One on one counseling		
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> Group counseling <input type="checkbox"/> One on one counseling		
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Group counseling <input type="checkbox"/> One on one counseling		
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Group counseling <input type="checkbox"/> One on one counseling		

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**9 - 12**

**Number of Students to be Served:**

**LEP 3**

**Non-LEP 155**

**Number of Teachers 24**

**Other Staff (Specify) 19**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

We have three ELLs in our high school program whose native language is Spanish. Two students are in 12th grade and the third is in 10th grade. We have no SIFE at this time. Instructionally, we use the freestanding ESL program. The "pull-out" model allows us to continuously develop student language arts skills using ESL and ELA methodologies. Content area instruction is in English using ESL strategies. Small class size and small group instruction is also supportive to the students and teachers model academic language and consistently spiral language so that students' language proficiency grows increasingly more complex. Students receive the mandated minutes of language instruction for Intermediate levels through the "pull-out" model as per CR Part 154.

**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Professional Learning Plan is linked to professional and student growth. To better meet the academic and language needs of the students, professional development focuses on differentiated instruction, using data to inform instruction, classroom application and environment, analyzing students' work, student centered classrooms and student learning goals. Staff meet bi-weekly in grade and content area leadership teams to collect and analyze student work, student transcripts, periodic assessments, results of previous state tests and regents. They discuss student strengths and challenges, strategies to improve student learning and language, set up individualized student action plans and data binders.

**Section III. Title III Budget**

**School: 47-The American Sign Language and English Secondary School**  
**BEDS Code: 310200010047**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>

<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	4000	<input type="checkbox"/> Per session - Per diem
<b>Purchased services</b> - High quality staff and curriculum development contracts	adf	<input type="checkbox"/> support
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	afasdf	<input type="checkbox"/> support
<b>Educational Software (Object Code 199)</b>	adfasd	<input type="checkbox"/> support
<b>Travel</b>	asdfa	<input type="checkbox"/> support
<b>Other</b>	afdas	<input type="checkbox"/> support
<b>TOTAL</b>	<b>4000</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □ In addition to parent interviews and student emergency contact cards, we use the Home Language and Identification Survey, the school Parent Information Sheet, our School Orientation to determine the primary language spoken by our parents and whether a parent requires language assistance to effectively communicate with school and staff.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

Home Languages	Count	Numbers requiring writtent/oral translation
Albanian	1	
Arabic	1	
Bambara	1	
German	1	
Italian	1	
English	121	
Polish	1	
Russian	1	

Spanish	42	10
ASL	8	8
Urdu	1	

Our school communicates the above information with the school community through the School Leadership Team, Parent Association, Principal's Cabinet, 47 website to parents and staff, parental access to bilingual staff--Guidance Counselor, Social Worker, Assistant Principal, School Secretary, School Aide, Teacher, Paraprofessional.

## Part B: Strategies and Activities

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

Our school uses in-house staff and the Office of Interpretation Services to provide the necessary written and oral translation support for parents. Signs around the school are written in American Sign Language and English as well as pictorially. Translation notifications regarding state testing, the Bill of Parents Rights and Responsibilities, and other official DOE information are downloaded in all necessary languages from the DOE's website. All in-house written translation for parent communication are on a 24 hour turn around schedule. In addition, our 47 website can be downloaded in 20 languages.

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

Our school uses an in-house American Sign Language interpreter, school staff, and the Office of Interpretation Services to provide oral translation for our Deaf parents. These same services are also used for Spanish speaking parents and other languages.

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

Our school fulfills section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services through procedures stated above.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:			0
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  
    - o Help provide an enriched and accelerated curriculum.
  
    - o Meet the educational needs of historically underserved populations.
  
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (I.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

---

### **Part A:**

#### **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.)  
1
2. Please describe the services you are planning to provide to the STH population.  We supply them them with items needed, for example notebooks, pens, pencils, bags, sweatshirt and clothes.

### **Part B:**

#### **Part B - For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).  
1
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

- We supply them with items needed, for example notebooks, pens, pencils, bags, sweatshirt and clothes.
- 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 in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

***File Name - 28\_02M047\_102910-135019.doc***

Appendix 2- Program Delivery for English Language Learners  
Part A- Language Allocation Policy

## **American Sign Language Secondary School 02M047 09-10**

### List of LAP Team member and meetings

Members of the LAP team include the principal, assistant principal, bilingual parent coordinator, bilingual guidance counselor, and bilingual ESL teacher. This team is supervised by the principal and assistant principal

### Teacher Qualifications

We have one teacher who holds a certificate for bilingual education and teaching English to speakers of other languages. We have four teachers with Deaf and Hard of Hearing Licenses. Certificates are kept on file

### ELL Demographics

Our population is 158 students. We have 3 ELLs in our high school program. Two of the students are ungraded special education students; they are Deaf and their native language is American Sign Language. The third student is a hard of hearing special education ELL in the 11<sup>th</sup> grade; his native language is Spanish. Instructionally, we use the freestanding ESL program. The pull-out model allows us to continually develop students' language arts skills using ESL and ELA methodology. Content area instruction is in English using ESL strategies. Small class size and small group instruction is also supportive to students.

### Parent Program Choice and Parent Involvement

Parents are notified, in their native language, and invited to annual meetings that advise them of the freestanding ESL program available at the school for their children. They are informed that this is the only program offered and it provides all language arts and subject matters in English through the use of specific instructional strategies. Our

bilingual teachers also offers support in Spanish and American Sign Language as needed.

Parents have the option of transferring the children to another school with a more extensive ESL program. Parents tend to want their children to remain at M47 since American Sign Language is offered. The school's history is supportive of the hard of hearing ELL population.

### Assessment Analysis

- The English language assessment is completed for our ELL students each year to assess their English proficiency and to determine their continued eligibility using the NYSESLAT. Our three ELL students are currently performing at the intermediate level.
- ELLS performance are assessed on an ongoing basis at all levels using multiple measures- regents, predictive and interim assessments, teacher made tests and portfolios. The pattern that emerges with the two ungraded special education Deaf ELLs and the 11<sup>th</sup> grade hard of hearing, special education ELL, is that their social language skills in speaking, listening, reading, and to some extent writing, are better developed. In the supportive environment of the classroom, they fared better on projects, oral/pictorial presentations, teacher-made tests, collaborative group discussions and presentations as seen from work on display, work in portfolios, and report cards. However, the lag in their academic language was especially evident on standardized tests (regents, interim, predictives) that required comprehensive writing, structured essays, and analysis and interpretation of information.
- The cross grade and cross program teams meet weekly to use Regents tests results, Periodic assessments (including Acuity and Scantron) and formative data to analyze student work to inform decisions on student functioning level and to drive instruction.
- Teachers work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks that are aligned with standards.
- Teachers maintain a portfolio for each student. Reading and writing products are collected and accessed periodically by students, teachers and parents.

### Planning for ELLS

- One ELL performed on the intermediate level on the NYSESLAT. We have not received results of the LAB-R for one of the ungraded special education students and the third student was exempted from the LAB-R. Instruction is designed to mediate the learning of the various levels and is aligned with the standards. The “pull-out” model of instruction in our freestanding ESL program is the method used to accommodate our ELLs on heterogeneous levels.

- Teachers scaffold academic language to support students' participation in content areas. They also use a rich repertoire of scaffolds to support student understanding of the main idea.
- Students demonstrate learning through measurable products of development, presentations, demonstrations and exhibits. Their work is displayed on walls and is print rich.
- Teachers use stories that are based on the students' culture and will connect to students' prior knowledge.
- Lessons are developed to meet standards while there is differentiated instruction to meet student needs, i.e., align with student prior knowledge, learning and language needs.
- Teachers model academic language and consistently spiral language so that students' language proficiency grows increasingly more complex.
- Content instruction teachers develop academic language and cognitive skills through content topics and themes
- Teachers monitor how students apply academic discourse and language in discussions, 'problem-solving' group work, teacher conferences and peer conferences. Students participate in small groups, task oriented situations grade their production of language both in verbal and written form.
- Students receive the mandated minutes of language instruction for intermediate levels through the "pull-out" model as per CR Part 154.
- The Deaf and hard of hearing special education ELL's have access to American Sign Language through direct instruction or an ASL interpreter. An IEP is in place and literacy instruction is consistent with instructional goals and objectives of the individual program design. Teachers who service the students also have the required qualifications and language competencies- Teacher of the Deaf and Teacher of the Hard of Hearing. Mainstream teachers have instructional management skills in the integrated and inclusion environment.
- Transitional support services consist of extensive guidance that include individual counseling, group counseling, and parent counseling with native speaking counselors; ongoing after-school instruction (tutoring, regents preparation), test modifications, option to remain in school until 21 years of age.
- American Sign Language is offered as the elective foreign language
- Students are prepared for regents, as applicable to class instruction and after-school regents preparation. Students also have an active role in requesting help they feel they need.

#### Resources and Support

- Instructional materials include a wide range of print, visual and digital resources designed for increasing English Language proficiency including leveled classroom library, school library, computer labs, computers in each classroom, smartboards, textbooks and small class sizes.

#### Description of Professional Development Plan/Activities

- The professional learning plan is linked to professional and student growth. To better meet the academic and language needs of the students, professional

development focused on differentiated instruction, using data to inform instruction, classroom application and environment, analyzing students' work, student centered classrooms, and student learning goals. Staff meet bi-monthly in grade and content area leadership teams to collect and analyze student work, student transcripts, periodic assessments, and results of previous regents. They discuss students' strengths and weaknesses, strategies to improve student learning, set up individualized student action plans and data binders.

- See attached calendar

#### Part B- CR 154 Bilingual/ESL Program Description

##### Description of Bilingual/ESLL Program

- See information in Part A

##### Extracurricular Activities

- All students have equal access and opportunities to participate in all school programs. The activities offered have included girls and boys' basketball, running club, knitting, cartooning, scrapbook making, arts and crafts, jewelry making, girls' groups, computer games, book clubs, CUNY workshops, CBO workshops, science clubs, chess, internships, school fairs. Students and staff work collaboratively to ensure that information is clear and comprehensible to all participants.

##### Project Jump Start

- Orientation for incoming students and parents at the end of June and August.

##### Support Services

- Support services provided students, including ELLs consist of guidance counseling support, social workers, college advisors, transitional support, student council, girls groups, peer mediation, AIS, speech and CTT as needed.

## M 47: Professional Learning Plan

<b>Month</b>	<b>Targeted Learning</b>	<b>Types of Collaboration</b>
August/September	Professional Teaching Goals/Differentiation	Joint Work/Informal Conversations
October	Differentiation: Using data to inform instruction	Joint work/individual assistance/ out of school workshops
November	Differentiation: Classroom application	Informal conversations/Joint work/ Individual assistance/study groups/ shared reading
December	Effective Classroom Environments	Informal conversations/ Joint work/ individual assistance/ study groups
January	Leadership Team Action Research	Informal conversations/ joint work/ group sharing/Individual assistance
February	Departmental Goals/Analyzing student work	Joint work/ group sharing/Individual assistance
March	School QR: Student Centered Classrooms	Joint work/group sharing/ Individual assistance
April	School QR: Student centered classrooms/student learning goals	Joint work/group sharing/Individual assistance
May	School QR: Self-evaluations/ Reflections	Joint work/Group sharing/ Individual assistance/Staff learning walks
June	Curriculum planning: UBD/Maps	Joint work/group sharing
July/August	Curriculum planning:	Joint work/ Group Sharing

	Rubrics	
--	---------	--

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	47 The American Sign Language and English Secondar								
<b>District:</b>	2	<b>DBN:</b>	02M047	<b>School</b>	310200010047				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded	v	
	2		6		10	v			
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				90.7/86.7	91.6/	92.4 /
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	0	0	0				96.5	96.1	93.8
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>			2008-09	2009-10	2010-11
Grade 7	31	0	0				66.7	79.1	78.3
Grade 8	36	29	0						
Grade 9	38	44	50	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	39	30	52	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 11	18	23	26				3	4	1
Grade 12	20	24	23						
Ungraded	1	7	6	<b>Recent Immigrants - Total Number:</b>					
Total	183	157	157	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
							0	0	0
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	10	15	13	Principal Suspensions			48	1	0
# in Collaborative Team Teaching (CTT) Classes	27	23	33	Superintendent Suspensions			9	0	0
Number all others	22	11	10						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-08	2008-09	2009-10
				CTE Program Participants			N/A	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-09	2009-10	2010-11						
# in Transitional Bilingual Classes	0	3	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang. Programs	0	1	TBD	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# receiving ESL services only	0	0	TBD	Number of Teachers			27	22	28
# ELLs with IEPs	2	2	TBD	Number of Administrators and Other Professionals			6	8	6
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			4	3	4

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	6	13	14	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	59.3	78.3	67.9
				% more than 5 years teaching anywhere	48.1	52.2	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	78.0	75.0
American Indian or Alaska Native	0.5	0.0	0.0	% core classes taught by "highly qualified" teachers	93.0	75.4	79.4
Black or African American	34.4	31.2	32.5				
Hispanic or Latino	50.3	55.4	56.1				
Asian or Native Hawaiian/Other Pacific	4.4	3.8	2.5				
White	10.4	8.9	8.9				
<b>Male</b>	33.9	36.3	41.4				
<b>Female</b>	66.1	63.7	58.6				

## 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)	If yes,						

## Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

## Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	v
Math:	v	Math:	v
Science:	v	Graduation Rate:	v

## This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v	vsh	vsh	v	42
Ethnicity							

American Indian or Alaska Native				-	-	-	
Black or African American	-	-	-	-	-	-	
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient							-
Economically Disadvantaged	v	v	-	-	-	-	
<b>Student groups making</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	76.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	11.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	15.6	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	49.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

Appendix 2- Program Delivery for English Language Learners  
Part A- Language Allocation Policy

**American Sign Language Secondary School**  
**02M047**  
**09-10**

List of LAP Team member and meetings

Members of the LAP team include the principal, assistant principal, bilingual parent coordinator, bilingual guidance counselor, and bilingual ESL teacher. This team is supervised by the principal and assistant principal

Teacher Qualifications

We have one teacher who holds a certificate for bilingual education and teaching English to speakers of other languages. We have four teachers with Deaf and Hard of Hearing Licenses. Certificates are kept on file

ELL Demographics

Our population is 158 students. We have 3 ELLs in our high school program. Two of the students are ungraded special education students; they are Deaf and their native language is American Sign Language. The third student is a hard of hearing special education ELL in the 11<sup>th</sup> grade; his native language is Spanish. Instructionally, we use the freestanding ESL program. The pull-out model allows us to continually develop students' language arts skills using ESL and ELA methodology. Content area instruction is in English using ESL strategies. Small class size and small group instruction is also supportive to students.

Parent Program Choice and Parent Involvement

Parents are notified, in their native language, and invited to annual meetings that advise them of the freestanding ESL program available at the school for their children. They are informed that this is the only program offered and it provides all language arts and subject matters in English through the use of specific instructional strategies. Our bilingual teachers also offers support in Spanish and American Sign Language as needed.

Parents have the option of transferring the children to another school with a more extensive ESL program. Parents tend to want their children to remain at M47 since American Sign Language is offered. The school's history is supportive of the hard of hearing ELL population.

### Assessment Analysis

- The English language assessment is completed for our ELL students each year to assess their English proficiency and to determine their continued eligibility using the NYSESLAT. Our three ELL students are currently performing at the intermediate level.
- ELLS performance are assessed on an ongoing basis at all levels using multiple measures- regents, predictive and interim assessments, teacher made tests and portfolios. The pattern that emerges with the two ungraded special education Deaf ELLs and the 11<sup>th</sup> grade hard of hearing, special education ELL, is that their social language skills in speaking, listening, reading, and to some extent writing, are better developed. In the supportive environment of the classroom, they fared better on projects, oral/pictorial presentations, teacher-made tests, collaborative group discussions and presentations as seen from work on display, work in portfolios, and report cards. However, the lag in their academic language was especially evident on standardized tests (regents, interim, predictives) that required comprehensive writing, structured essays, and analysis and interpretation of information.
- The cross grade and cross program teams meet weekly to use Regents tests results, Periodic assessments (including Acuity and Scantron) and formative data to analyze student work to inform decisions on student functioning level and to drive instruction.
- Teachers work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks that are aligned with standards.
- Teachers maintain a portfolio for each student. Reading and writing products are collected and accessed periodically by students, teachers and parents.

### Planning for ELLS

- One ELL performed on the intermediate level on the NYSESLAT. We have not received results of the LAB-R for one of the ungraded special education students and the third student was exempted from the LAB-R. Instruction is designed to mediate the learning of the various levels and is aligned with the standards. The “pull-out” model of instruction in our freestanding ESL program is the method used to accommodate our ELLs on heterogeneous levels.
- Teachers scaffold academic language to support students’ participation in content areas. They also use a rich repertoire of scaffolds to support student understanding of the main idea.
- Students demonstrate learning through measurable products of development, presentations, demonstrations and exhibits. Their work is displayed on walls and is print rich.
- Teachers use stories that are based on the students’ culture and will connect to students’ prior knowledge.

- Lessons are developed to meet standards while there is differentiated instruction to meet student needs, ie, align with student prior knowledge, learning and language needs.
- Teachers model academic language and consistently spiral language so that students' language proficiency grows increasingly more complex.
- Content instruction teachers develop academic language and cognitive skills through content topics and themes
- Teachers monitor how students apply academic discourse and language in discussions, 'problem-solving' group work, teacher conferences and peer conferences. Students participation in small groups, task oriented situations grade their production of language both in verbal and written form.
- Students receive the mandated minutes of language instruction for intermediate levels through the "pull-out" model as per CR Part 154.
- The Deaf and hard of hearing special education ELL's have access to American Sign Language through direct instruction or an ASL interpreter. An IEP is in place and literacy instruction is consistent with instructional goals and objectives of the individual program design. Teachers who service the students also have the required qualifications and language competencies- Teacher of the Deaf and Teacher of the Hard of Hearing. Mainstream teachers have instructional management skills in the integrated and inclusion environment.
- Transitional support services consist of extensive guidance that include individual counseling, group counseling, and parent counseling with native speaking counselors; ongoing after-school instruction (tutoring, regents preparation), test modifications, option to remain in school until 21 years of age.
- American Sign Language is offered as the elective foreign language
- Students are prepared for regents, as applicable to class instruction and after-school regents preparation. Students also have an active role in requesting help they feel they need.

#### Resources and Support

- Instructional materials include a wide range of print, visual and digital resources designed for increasing English Language proficiency including leveled classroom library, school library, computer labs, computers in each classroom, smartboards, textbooks and small class sizes.

#### Description of Professional Development Plan/Activities

- The professional learning plan is linked to professional and student growth. To better meet the academic and language needs of the students, professional development focused on differentiated instruction, using data to inform instruction, classroom application and environment, analyzing students' work, student centered classrooms, and student learning goals. Staff meet bi-monthly in grade and content area leadership teams to collect and analyze student work, student transcripts, periodic assessments, and results of previous regents. They discuss students' strengths and weaknesses, strategies to improve student learning, set up individualized student action plans and data binders.
- See attached calendar

## Part B- CR 154 Bilingual/ESL Program Description

### Description of Bilingual/ESLL Program

- See information in Part A

### Extracurricular Activities

- All students have equal access and opportunities to participate in all school programs. The activities offered have included girls and boys' basketball, running club, knitting, cartooning, scrapbook making, arts and crafts, jewelry making, girls' groups, computer games, book clubs, CUNY workshops, CBO workshops, science clubs, chess, internships, school fairs. Students and staff work collaboratively to ensure that information is clear and comprehensible to all participants.

### Project Jump Start

- Orientation for incoming students and parents at the end of June and August.

### Support Services

- Support services provided students, including ELLs consist of guidance counseling support, social workers, college advisors, transitional support, student council, girls groups, peer mediation, AIS, speech and CTT as needed.

## M 47: Professional Learning Plan

<b>Month</b>	<b>Targeted Learning</b>	<b>Types of Collaboration</b>
August/September	Professional Teaching Goals/Differentiation	Joint Work/Informal Conversations
October	Differentiation: Using data to inform instruction	Joint work/individual assistance/ out of school workshops
November	Differentiation: Classroom application	Informal conversations/Joint work/ Individual assistance/study groups/ shared reading
December	Effective Classroom Environments	Informal conversations/ Joint work/ individual assistance/ study groups
January	Leadership Team Action Research	Informal conversations/ joint work/ group sharing/Individual assistance
February	Departmental Goals/Analyzing student work	Joint work/ group sharing/Individual assistance
March	School QR: Student Centered Classrooms	Joint work/group sharing/ Individual assistance
April	School QR: Student centered classrooms/student learning goals	Joint work/group sharing/Individual assistance
May	School QR: Self-evaluations/ Reflections	Joint work/Group sharing/ Individual assistance/Staff learning walks
June	Curriculum planning: UBD/Maps	Joint work/group sharing
July/August	Curriculum planning: Rubrics	Joint work/ Group Sharing