



THE 47 AMERICAN SIGN LANGUAGE & ENGLISH LOWER SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: THE 47 AMERICAN SIGN LANGUAGE & ENGLISH LOWER SCHOOL

ADDRESS: 223 EAST 23 STREET

TELEPHONE: 917-326-6609

FAX:

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310200010347 **SCHOOL NAME:** The 47 American Sign Language & English Lower School

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

SCHOOL TELEPHONE: 917-326-6609 **FAX:** _____

SCHOOL CONTACT PERSON: David Howell **EMAIL ADDRESS** dbowell@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Irene McKenna

PRINCIPAL: David Howell

UFT CHAPTER LEADER: Stacy Dorchin

PARENTS' ASSOCIATION PRESIDENT: Samantha Black

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** CFN #403

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT : DARIA RIGNEY

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
David Bowell	Principal	Comments: Does not have login information; hard copy of signature on file
Stacy Dorchin	UFT Chapter Leader	Comments: Does not have login information; hard copy of signature on file
Irene McKenna	UFT Member	Comments: Does not have login information; hard copy of signature on file
Rose Werner	UFT Member	Comments: Does not have login information; hard copy of signature on file
Samantha Black	PA/PTA President or Designated Co-President	Comments: Does not have login information; hard copy of signature on file
Aviance Pride	PA/PTA President or Designated Co-President	Comments: Does not have login information; hard copy of signature on file
Lakeesha Webb	Parent	Comments: Does not have login information; hard copy of signature on file
Whitney Chesser	UFT Member	Comments: Does not have login information; hard copy of signature on file
Danielle Williams	Parent	Comments: Does not have login information; hard copy of signature on file
Terry Acevedo	DC 37 Representative	Comments: Does not have login information; hard copy of signature on file

* 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.

PS 347 "47" The American Sign Language and English Lower School is a Pre-K to 8th grade school that serves families where American Sign Language is used in the home; as well as families who wish for their children to be bilingual in both ASL and English. Originally the School for the Deaf, "47" has become an inclusive school where we welcome students who can hear. The majority of our students are hearing children with Deaf parents; however, we have Deaf, hard-of-hearing students, students with cochlear implants, students with apraxia, and children whose parents want them to learn American Sign Language.

While we are located on the East Side of Manhattan on 23rd street, we welcome not only District 2 children but children from all five boroughs. We have a diverse population, but the unifying thread is the goal of being bilingual in both English and ASL. Since we are a visual community, we celebrate and engage in the arts. We have established partnerships with the Children Museum of the Arts, the National Dance Institute, and the New York Pops. We have several dance and music performances each year. We are also moving towards using American Sign Language on video as a means to communicate with various audiences, most notably, our parents. Each year, we have a week-long American Sign Language festival, where we celebrate, honor and are inspired by, American Sign Language.

We also are a "Reggio-inspired" school, one that adopts the principles of the Reggio Emilia philosophy of early childhood education. We believe that children are competent, capable, and full of wonder, and we believe that it is the school's role to engage with the children, their families, the environment, and the community and to bring everyone together to maximize each child's potential. We believe that each student has unlimited potential, and we strive to know each child well. By increasing our knowledge of each individual child and how he/she learns, we are better able to differentiate instruction and guidance so that all children make progress.

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									
School Name:	The 47 American Sign Language & English Lower School								
District:	2	DBN #:	02M347	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	69	68	80		89.1	89.5	TBD		
Kindergarten	22	13	16						
Grade 1	16	15	9	Student Stability - % of Enrollment:					
Grade 2	18	19	8	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	18	17	18		88.6	92.48	TBD		
Grade 4	27	19	16						
Grade 5	17	23	15	Poverty Rate - % of Enrollment:					
Grade 6	9	16	25	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	7	14		76.3	81.5	87.6		
Grade 8	0	0	7						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	7	TBD		
Grade 12	0	0	0						
Ungraded	3	0	4	Recent Immigrants - Total Number:					
Total	199	197	212	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<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	0	0	0	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	20	Superintendent Suspensions	0	0	TBD		
Number all others	59	74	53						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<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	0				
# in Dual Lang. Programs	0	0	6	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	0	2	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	34	1	4	Number of Teachers	39	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	8	TBD
				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	82.1	80	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	59	67.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	90	90	TBD
American Indian or Alaska Native	0.5	0.5	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	82.1	76.7	TBD
Black or African American	21.6	20.3	22.6				
Hispanic or Latino	44.7	44.2	38.2				
Asian or Native Hawaiian/Other Pacific Isl.	5	4.6	5.2				
White	28.1	29.4	31.1				
Multi-racial							
Male	45.2	47.7	45.3				
Female	54.8	52.3	54.7				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	-			Graduation Rate:			

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
All Students	√	√	-				
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	√	√	-				
Student groups making AYP in each subject	2	2	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	82.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	6.9	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	12.6	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	3	Quality Statement 5: Monitor and Revise	√

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = 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

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?

As expectations for teaching and learning rise, PS 347 is working towards perfecting our teaching craft and understanding of how students learn. While we got an 'A' for the 2008-2009 school year, we dropped to a 'B' for the 2009-2010 school year.

The progress report tells us that only 22.8% of our students were ranked "proficient" in Math, making us one of the lowest performing schools city-wide. However, our students did make some progress in Math (median growth percentile of 59.0). Therefore, we need to look at the curriculum, the pedagogy, and the data, to make changes. We are asking ourselves these questions: "Where are the gaps in the curriculum? What is each grade doing to prepare our students to be intelligent mathematicians? How is it that students are falling further and further behind in Math each year? What does each teacher do when they teach Math, and are they covering everything? What is the most effective research-based pedagogy to ensure our students understand the mathematical concepts taught?" These questions are directing the work of the Instructional Cabinet and the inquiry teams at PS 347.

In English Language Arts, 33.3% of our 3rd to 8th grade students got a "proficient" ranking on their State ELA exam. Our median growth percentile for ELA was 76.0. However, our median growth percentile is 80%, which is higher than the city-wide average.

Our school has a very clearly defined assessment structure to monitor the progress of all students, from Kindergarten to the 8th grade, in Reading and Writing. We rely on both informal and formal assessments and portfolios to ascertain growth and movement. School-wide, we use the Fountas and Pinnell system to determine reading levels and areas to target intervention, and we use this to track progress. Based upon the data, the majority of our students made the appropriate gains in reading.

Due to the new accountability measures under the current Chancellor and President, we are consistently compared to other schools in our district. However, our school was recently a District 75 school and still retains a large special education population. Our belief as a community is that students with special needs can and should learn alongside those who are advantaged. In the last ten years, we have made significant progress as a school; however, our goal is to have all of our students reading, writing, and understanding math on grade level.

The large majority of our students are native American Sign Language users. About 75% of our students come from homes with Deaf parents, where American Sign Language is used. English is the second language for those students. In order to reach our ASL-native students and provide them with the richest educational experience possible, it is important for our staff to know, understand, and use American Sign Language. Research shows that a strong first language is the best foundation for English Language learners to become competent in their second language. In the Spring of 2010, our American Sign Language committee rolled out our new curriculum and continuum of learning (our in-house ASL assessment). The committee is using the once-monthly after school grade level conference time to work with other teachers in the implementation of both the ASL curriculum and assessment. This will have a positive effect on student performance, and we as a community are committed to becoming the best model for ASL/English dual language education in the country.

As part of our quest for excellence, we also are growing in our knowledge of the Reggio Emilia principles of teaching and learning. More specifically, we are exploring the impact of project-based learning for all students. Students work in small groups on projects, thus supporting the development of dispositions for learning in all areas of the curriculum. Through project work, the children develop skills in inquiry, making hypothesis, testing theories and communicating their learning. They also develop their knowledge of the world through science, Math, English Language Arts and social studies integrated projects, which in turn support their reading and comprehension.

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.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> By June of 2011, at least 50% of our Deaf and hard-of-hearing students will get at least a Level 3 on either the ELA or Math exams.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> In 2009-2010, we had 13 Deaf and hard-of-hearing students in the 3rd to 8th grades on our register. Based on 2009 test results, 53% were L1 and L2. Based on the promotional cut-off scores for the 2010 exams, 10 out of 13 Deaf and hard-of-hearing students (77%) were mandated for summer school.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 50% of the students who are in the bottom third, citywide, in Math, will score at least a level 2 in Spring 2011.	<input type="checkbox"/> We discovered that we made very low gains in Math with students in the lowest third citywide. According to the Progress Report Modeler, the median growth percentile for these students was 49.0%
<input type="checkbox"/> <input type="checkbox"/> By June 2011, all students in the 3rd to 8th grade who scored a level 2 or below will make at least 1 year of progress on the ELA state exams. This goal will be fine-tuned once the Spring 2010 ELA results are released.	<input type="checkbox"/> Based on preliminary data, we have a number of students who are not meeting proficiency levels and meeting standards. Specific data will be used to develop target populations to address the needs of the sub-groups.
<input type="checkbox"/> We will improve our attendance rate to at least 90%.	<input type="checkbox"/> Our attendance rate was 89.4% for the 2009-2010 school year. Through outreach initiatives, we will work with parents, the mental health team, our transportation liaison, and our network attendance teacher to increase our attendance rate to at least 90%.
<input type="checkbox"/> 100% of our teachers will be engaged in a Professional Learning Community during the 2010-2011 school year.	<input type="checkbox"/> Through the work of the Instructional Cabinet at 347, we will make a plan to engage each one of our staff in a Professional Learning Community during the 2010-2011 school year. Each community will support each other, share best practices, and push each other's thinking in order to make their work more powerful and effective.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> We will use classroom teachers to achieve this goal. In addition, we will use CFN staff to provide PD in the areas of differentiation. We will also use consultants (AUSSIE and Americas Choice) to provide support in the area of differentiation.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Formal observations of classroom teachers and AIS teachers • Informal observations weekly • Fountas and Pinnell levels will be collected for these students monthly (as opposed to 3x a year for other students); this data will be analyzed by the Inquiry Team as well as classroom teachers; • Teachers will meet with the principal during a common prep period monthly to look at student work to determine next steps for modifying instruction. • Teachers and inquiry team will review the predictive assessment results in the fall of 2010 to determine next steps for intervention and support.

Subject Area
(where relevant) :

MATH

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> 50% of the students who are in the bottom third, citywide, in Math, will score at least a level 2 in Spring 2011.</p>
<p>Action Plan <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"> • A subgroup has been made in ARIS to enable the Inquiry Team and our staff to track the progress of our students who fall into the category of the lowest third, citywide. • In September of 2010, the Inquiry Team will meet to look at all of the available data for those students and to make recommendations to classroom teachers and the AIS coordinator for intervention. • The four teachers who worked in summer school, using the America's Choice Math

	<p>Navigator program, will meet with classroom teachers during the first two weeks of school in September to discuss each student and their findings from summer school for further follow-up.</p> <ul style="list-style-type: none"> • All students who scored in the lowest third, citywide, will receive AIS instruction at least 2 times a week in a group no larger than 3. These groups will be based on similar need and will change as new data comes in. • Professional Development in the areas of remediation/intervention will be provided to those teachers who have students in the bottom third. • During the summer of 2010, students in summer school have begun using America's Choice Math Navigator program; this program will be rolled out to all students in the bottom third in Math in the fall of 2010. • An AUSSIE Math consultant has been interviewed and offered a consultancy here; this consultant will work with teachers on using data to inform classroom instruction and curriculum mapping. • I will meet with the AUSSIE consultant at least 2 times a month to look at data and determine next steps. • We will collaborate with America's Choice to provide intervention for our struggling students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/> Classroom teachers</p> <p>AUSSIE consultant</p> <p>America's Choice Math Navigator program</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Principal will meet with AUSSIE Math consultant twice a month. • In September, each teacher will be provided with an item analysis from the Spring 2010 state Math test • In September, all summer school teachers who used the Math Navigator program will meet with each classroom teacher of students in this group to share with them the results of their work. • Monthly grade-level conferences

	<ul style="list-style-type: none"> • We will assess the students using the Math Navigator screener at least once every two months • After each Acuity assessment, the Inquiry Team will meet with classroom teachers to review data and to identify areas of need for each student. • By January 2011, we will see at least 50% of our target group achieve a Level 2 on the predictive assessment.
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**Subject Area
(where relevant) :**

ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> By June 2011, all students in the 3rd to 8th grade who scored a level 2 or below will make at least 1 year of progress on the ELA state exams.</p> <p>This goal will be fine-tuned once the Spring 2010 ELA results are released.</p>
<p>Action Plan <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"> • A subgroup will be made in ARIS to enable the Inquiry Team and our staff to track the progress of our students who scored a Level 2 or lower on the Spring 2010 ELA exams. • In September 2010, we will give each student (Kindergarten and up) the Fountas and Pinnel assessment to determine reading levels for appropriate guided reading groups, levelled books and intervention services. • Item analysis of the 2010 ELA scores will be given to each classroom teacher as part of a child's portfolio. • The network will provide us with support on looking at data and student work to make instructional decisions. • AUSSIE coaches will work with teachers on using data to inform instruction. One coach will work with Pre-K to 1st grade students; the other will work with 2nd to 8th

	<p>grade students.</p> <ul style="list-style-type: none"> • Our curriculum maps, which were revised in the spring/summer of 2010, will be revised after each unit, based upon our informal, end-of-unit assessments. • The Instructional Cabinet will meet in September to determine ways to improve test readiness for our 3rd graders, which will involve looking at the curriculum maps in the 2nd grade to determine areas where we can embed test-prep strategies. • Students who fall in this category will have specialized AIS time in a group no larger than 5. The AIS teacher will be provided with very specific, concrete and measurable objectives to be achieved before moving on to the next assignment. • For students scoring a 1.99 or below on the Spring 2010 ELA exam, an experienced retired teacher (working F-status) will work one-on-one with each student once a week. • For students who have IEPs, The IEP team will meet to determine appropriate IEP goals and recommendations for support, adjusting them based upon the most recent data. • I am currently looking into purchasing Read 160 for the 6th graders as a pilot project to determine effectiveness of this program. A decision will be made by September 15th, 2010.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> Classroom teachers</p> <p>F-status teacher</p> <p>AUSSIE consultants</p> <p>Professional development workshops</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> September 2010 - FandP assessment given to all; item analysis of 2010 ELA exam given to teachers; PD in the area of looking at data/student work provided;</p> <p>October 2010 - FandP assessment, Predictive assessment</p> <p>November 2010, December 2010 - FandP assessment given; each teacher will have received at least 3 hours of coaching by an AUSSIE.</p> <p>January 2011 - FandP assessment given; ITA exam given; results analyzed by the Inquiry Team and shared during grade-level conferences to make plans for the spring of 2011. If the results do not show significant progress, we will consult with America's Choice for intervention materials.</p> <p>February - May 2011 - Monthly FandP assessments; continued informal assessments.</p> <p>Weekly - the principal will informally observe each class during ELA time to ensure solid instruction and growth.</p>
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Subject Area
(where relevant) :

Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> We will improve our attendance rate to at least 90%.</p>
<p>Action Plan <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"/> I will establish an Attendance Team. We will meet in early September to highlight students who were chronically absent in the 2009-2010 school year and make contact with their families to stress the importance of being in school every day.</p> <p>The Attendance Team will continue to distribute awards monthly to students with perfect</p>

	<p>attendance.</p> <p>We will work with our network's attendance teacher to identify and improve the attendance of our 25% most chronically absent students by at least 25%.</p> <p>The attendance team will receive PD in the Fall of 2010, provided by our network, on ways to boost attendance and increase outreach.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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"/> PD will be provided by our CFN network.</p> <p>Attendance teacher is provided by the network.</p> <p>Awards and certificates will be purchased with school funds.<input type="checkbox"/></p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will receive an attendance report weekly from our network and this information will be shared with the Attendance Team so we can constantly revise and monitor our work.</p>

**Subject Area
(where relevant) :**

**STAFF PROFESSIONAL
DEVELOPMENT**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 100% of our teachers will be engaged in a Professional Learning Community during the 2010-2011 school year.</p>
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<p>Action Plan <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"> • A professional development survey will be administered to all teachers in September of 2010 to enable the administrative team to gauge individual needs and to identify patterns and trends. • All teachers will participate in grade-level meetings monthly. On the agenda for each meeting will be a recap of their professional growth within the last month. • I will work with AUSSIES to establish PLCs based on need (i.e. behavior management, looking at student work, differentiation, increasing rigor, improving pedagogy, etc.) by the middle of September. The Teacher Data Reports will be used to guide this decision making process. • All teachers will be given the book "Good Questions for Math Teaching: Why Ask Them and What To Ask" written by Peter Sullivan and Pat Lilburn, published by Math Solutions, during the first week of school. I will use this as a basis of several conversations, culminating in a PD session on Election Day. • Each teacher will meet with their PLC at least 2 times a month. • The network will provide support for several PLC groups. • During the Chancellor's Conference Day in June 2010, we will have a Celebration of Professional Growth where each PLC will share and celebrate the results of their work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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"/></p> <p>We will use our network to provide some PD.</p> <p>Our AUSSIES will be instrumental in supporting the principal to ensure that PLCs are vibrant and active.</p> <p>Books will be purchased with CFN funds.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains



September 2010 - PLCs established

Monthly Faculty and Grade Level conferences

Weekly informal observations

Weekly meetings with AUSSIE consultants

Learning Walks monthly for each PLC

Professional Development sessions offered throughout the year, based upon need

The success of this goal will be evaluated by 1) an increase in performance on the Teacher Data Reports (where applicable), 2) improvement in pedagogy as evidenced by formal and informal observations, and 3) participation in and performance on their presentation in June during the Chancellors Conference Day.

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	6	6	N/A	N/A			1	
1	5	5	N/A	N/A				
2	2	3	N/A	N/A			2	
3	10	10	N/A	N/A			1	
4	13	12	13				7	
5	6	10						
6	10	8					2	
7	14	10					1	
8	9	7						
9								
10								
11								
12								

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> State test scores and in-house assessments, such as Fountas and Pinnel, are the tools used to determine which students will receive intervention. Teachers use item analysis data to key in on areas of student weakness. Students receive AIS individually or in small groups depending on the need. Wilson Foundations, Everyday Math checklists, Math Navigator, and Read 180 are a few of the programs that teachers use to help students succeed.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Teachers use item analysis data from the NY State math test as well as Interim Traditional Assessment scores to key in on areas of student weakness. During the school day, students receive AIS individually or in small groups depending on the need. The Everyday Math assessment is one of the programs that teachers use to ensure student success.</p>
<p>Science:</p>	<p><input type="checkbox"/> Students are seen on an as-needed basis for science. Science teachers work with students during the school day.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Teachers reinforce student knowledge of Social Studies during the school day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> N/A</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> When a student has a personal issue that interferes with his/her ability to focus on school work, social workers work with non-IEP mandated students during the school day. Students are seen individually or in group.</p>

At-risk Health-related Services:

N/A

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)

N/A (We do not receive Title III money)

Number of Students to be Served:

LEP N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

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.

N/A

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.

N/A

Section III. Title III Budget

—

School: PS 347 - "47" The American Sign Language and English Lower School
BEDS Code: 310200010347

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	n/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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. We use the Home Language Survey to determine which parents do not speak English. The majority of our parents use American Sign Language. Almost all of the staff at PS 347 use ASL, and we recently obtained 15 videophones to aid in the communication between school and home. Our website sometimes has announcements in ASL, and we have volunteers on staff to help parents translate documents.
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. Our shortcoming is that we do not send enough materials home in American Sign Language. Our greatest barrier is the sheer cost and time involved in filming, editing and duplicating clips in American Sign Language. This issue has been discussed at grade level conferences as well as in the ASL committee.

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 parents speak American Sign Language, Spanish, or English. For Spanish, we have school staff who translate written material. Parents who speak American Sign Language and are not proficient in reading English, the classroom teachers reach out to those parents via videophone.

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.

Oral interpretation for Spanish speaking parents is provided by school staff. Oral interpretation for American Sign Language is provided either by school staff or the Office of Interpreter Services.

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>.

Being that we're a small school, we are fully aware of translation needs and are able to make necessary accommodations via phone translators, office of interpreter services, or school staff well in advance.

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:	\$101,590	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,016		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,079	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$10,159	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

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.

N/A

* Federal waiver granted; additional set-asides 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² 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)

¹**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.

²**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.)
N/A
2. Please describe the services you are planning to provide to the STH population. N/A

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).
3
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

In order to support our students experiencing temporary housing or homelessness, we will use part of our budget to:

- Help pay for basic emergency supplies (i.e. backpacks, pens/pencils, personal hygiene items, etc.)
- Cover the cost of any school trips and other possible fees
- Parent involvement activities (i.e. subway fare to attend meetings at school, refreshments)
- Per-session for school social workers to assist families, as needed

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.

N/A

CEP RELATED ATTACHMENTS

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

File Name - 28_02M347_121710-122144.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 02	School Number 347	School Name American Sign Language
Principal David Howell		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Rhonda L. Williams/IEP Coordin		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Marisol Bradbury		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	155	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Not all of our native ASL users are correctly classified as ELLs; however, last Fall, we worked with the parents to update their Home Language Survey to accurately reflect the language of the parents, the home, and the child. As a result, many of our students are now ELL-eligible (ELL-E). We are now at the point where we are working to remedy the fact that we have many ELL-E students. The LAB-R isn't suitable for being administered in American Sign Language. Also, the NYSELAT has a listening portion, which does not apply to our Deaf students. The network our school is affiliated with (Marisol Bradbury Network – CFN 2) and I plan to work over the summer to work with the State Education Department to devise a solution to this dilemma. It is our goal that all of our students are correctly classified, and we are provided with the resources to assist them in their improvement and growth in both English and ASL.

When we do intakes for new students, the home language survey is part of the enrollment process.

2. We do not offer Transitional Bilingual or Freestanding ESL. Parents, both Hearing and Deaf, are aware that this is a Dual Language American Sign Language Program. If we were to receive a student in need of ESL, we would explain to parents that we would be capable of only providing that child with an ESL approach to learning English and understanding the curriculum. Furthermore, we would explain that consistent contact with the child's teacher is mandatory to ensure that child's success.

3. If we received entitlement letters, we would both mail the letter home and send it with the student. To ensure survey and program selection forms are returned, we would call parents and send letters. For parents with limited English abilities, we would invite them to come to the school and assist them with completing the survey.

4. To place ELL students in ESL or bilingual instruction we would start with a parent interview using a translator so parents can speak in their native language. It is important to hear parents describe their child's strengths and challenges. Next we would explain the programs we offer and ask the parent which one they think is best for their child. Finally we would evaluate the child, discuss our findings with the parents, and together choose the best program for their child.

5. We do not offer bilingual or ESL services, therefore we have no trends in Parent Survey and Program Selection.

6. If we had programs in our school, we would definitely take parent input into account when developing parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a, b, and 3. As a dual language program we currently utilize Collaborative Team Teaching (CTT) to provide all of our students with an IEP the services to which they are entitled. The CTT teachers, who are fluent in ASL, also work with all students in their assigned grades; however, their primary assignment is in the classroom with students who are mandated for CTT.

With instruction, the CTT teachers work collaboratively with the corresponding content area or General Education teachers. In the Pre-K-5th classrooms, students stay with both teachers all day, therefore having the option to choose between English or ASL as their language of instruction. Middle School teachers are content area teachers and we have one full-time native ASL user whom we utilize as a CTT teacher and works with the ELL students. They are encouraged to use scaffolding and other ESL methodologies to make content available to

students. The language of instruction is in both English and ASL. While in small groups, students are encouraged to use their dominant language to understand material and transfer linguistic and cognitive skills.

Our current program model is block with classes traveling together. Our student population is heterogeneous which allows us to provide differentiated instruction.

2. We would make sure staff was organized according to certification and student need.

4. We would provide students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom.

a. For SIFE, students we would develop a literacy based program with a thematic approach to content vocabulary and related skills. The concentration would generally focused on intensive development of social and academic language and development of literacy skills.

b. For ELLs in US schools for less than three years and are at the Pre-functional or Beginning level in all language domains, they would be scheduled for daily instruction for a longer period of time and with a more specialized curricular focus.

c. For ELLs who received 4-6 years of service and have demonstrated consistent academic success with the English curriculum would be seen for one or two periods a week by an ESL tutor, or may receive support from other intervention specialists in the building.

d. After 6 years, Long-Term ELLs would be monitored by the ELA teachers if the need arose, intervention would be provided.

e. For ELLs identified as special needs, we would develop a program based on: - the learner's disability(ies), the learner's current stage of second language acquisition (both oral and literacy levels), the particular skills of the learner by area (strengths and weaknesses in listening, speaking, reading, and writing). Other factors we would consider to enhance program success include: the learner's age, personality, and interests, the learner's communication needs in the second language, the degree to which the learner is integrated into the target language community, and language learning style.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. If we had ELLs, we would use the extended day to provide direct content area support 1 to 1 or in small groups. We would enhance visual learner comprehension ability by presenting material using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, etc. Auditory learners would receive visual aid with verbal explanation. Students who require Total Physical Response would be provided opportunities to receive material in such a manner.

6. Our ELLs would not be self-contained and would therefore receive continuous transitional support as they reach proficiency on the NYSESLAT.

7. There are no new programs being considered for this school year.

8. No programs would be discontinued
9. ELLs would be afforded equal access to all school programs because they would not be self-contained and would travel with their classes.
10. The following material would be used to support ELLs: using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, internet, etc.
11. Native language support would be delivered via a native language paraprofessional.
12. Required services support and resources would correspond to ELLs' ages and grade levels.
13. There would be no activities in our school to assist newly enrolled ELL students before the beginning of the school year.
14. We are an elementary school and do not offer languages for electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. The target language used to teach EPs and ELLs in each grade would be 50%.
2. EPs and ELLs would be integrated all day with no content areas taught separately.
3. If the need arose, language would be separated during the extended school day.
4. The side by side Dual Language model would be used.
5. The child would be taught in both languages simultaneously.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. If we had ELLs we would contact our network leaders to provide professional development.
2. Our school is K-8 so no transition would be necessary.
3. Teachers receive ELL training during their post baccalaureate studies or as new teacher training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have a PTA and parent coordinator who would see to it that parents would be involved in their child's education as well as meet any needs that would arise. Since we are not partners with other agencies or CBOs we would contact them to provide workshops to parents. Parent's needs would be evaluated through the interview process stated in Part II.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use Fountas and Pinnell, AUSSIE reading and writing rubric, and Work Sampling System to assess our students. Those are the

Additional Information

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

- n/a
- n/a
- n/a

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The 47 American Sign Language & English Lower Scho					
District:	2	DBN:	02M347	School	310200010347	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<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	68	80	70		89.1	89.5	90.0
Kindergarten	13	16	27				
Grade 1	15	9	13	Student Stability - % of Enrollment:			
Grade 2	19	8	6	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	17	18	10		88.6	92.5	96.9
Grade 4	19	16	20				
Grade 5	23	15	14	Poverty Rate - % of Enrollment:			
Grade 6	16	25	18	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	7	14	25		76.3	87.6	87.0
Grade 8	0	7	16				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	7	5
Grade 12	0	0	0				
Ungraded	0	4	5	Recent Immigrants - Total Number:			
Total	197	212	224	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	0	0	2
# in Collaborative Team Teaching (CTT) Classes	0	20	34	Superintendent Suspensions	0	0	0
Number all others	74	53	57				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	40	42
# in Dual Lang. Programs	0	6	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	2	0	TBD				
# ELLs with IEPs	1	4	TBD	Number of Educational Paraprofessionals	5	4	9

These students are included in the General and Special Education enrollment information above.

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
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	94.9
				% more than 2 years teaching in this school	82.1	80.0	78.6
				% more than 5 years teaching anywhere	59.0	67.5	78.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	90.0	88.1
American Indian or Alaska Native	0.5	0.9	0.0	% core classes taught by "highly qualified" teachers	82.1	76.7	78.6
Black or African American	20.3	22.6	19.2				
Hispanic or Latino	44.2	38.2	45.5				
Asian or Native Hawaiian/Other Pacific	4.6	5.2	5.8				
White	29.4	31.1	25.9				
Male	47.7	45.3	48.2				
Female	52.3	54.7	51.8				

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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	-	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	-				
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	-				
Student groups making	2	2	0				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	32.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 02	School Number 347	School Name American Sign Langua
Principal David Howell		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Rhonda L. Williams/IEP Coordin		Guidance Counselor	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Marisol Bradbury		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers		Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	155	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Not all of our native ASL users are correctly classified as ELLs; however, last Fall, we worked with the parents to update their Home Language Survey to accurately reflect the language of the parents, the home, and the child. As a result, many of our students are now ELL-eligible (ELL-E). We are now at the point where we are working to remedy the fact that we have many ELL-E students. The LAB-R isn't suitable for being administered in American Sign Language. Also, the NYSELAT has a listening portion, which does not apply to our Deaf students. The network our school is affiliated with (Marisol Bradbury Network – CFN 2) and I plan to work over the summer to work with the State Education Department to devise a solution to this dilemma. It is our goal that all of our students are correctly classified, and we are provided with the resources to assist them in their improvement and growth in both English and ASL. When we do intakes for new students, the home language survey is part of the enrollment process.

2. We do not offer Transitional Bilingual or Freestanding ESL. Parents, both Hearing and Deaf, are aware that this is a Dual Language American Sign Language Program. If we were to receive a student in need of ESL, we would explain to parents that we would be capable of only providing that child with an ESL approach to learning English and understanding the curriculum. Furthermore, we would explain that consistent contact with the child's teacher is mandatory to ensure that child's success.

3. If we received entitlement letters, we would both mail the letter home and send it with the student. To ensure survey and program selection forms are returned, we would call parents and send letters. For parents with limited English abilities, we would invite them to come to the school and assist them with completing the survey.

4. To place ELL students in ESL or bilingual instruction we would start with a parent interview using a translator so parents can speak in their native language. It is important to hear parents describe their child's strengths and challenges. Next we would explain the programs we offer and ask the parent which one they think is best for their child. Finally we would evaluate the child, discuss our findings with the parents, and together choose the best program for their child.

5. We do not offer bilingual or ESL services, therefore we have no trends in Parent Survey and Program Selection.

6. If we had programs in our school, we would definitely take parent input into account when developing parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)															0
Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	0	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. a, b, and 3. As a dual language program we currently utilize Collaborative Team Teaching (CTT) to provide all of our students with an IEP the services to which they are entitled. The CTT teachers, who are fluent in ASL, also work with all students in their assigned grades; however, their primary assignment is in the classroom with students who are mandated for CTT.

With instruction, the CTT teachers work collaboratively with the corresponding content area or General Education teachers. In the Pre-K-5th classrooms, students stay with both teachers all day, therefore having the option to choose between English or ASL as their language of instruction. Middle School teachers are content area teachers and we have one full-time native ASL user whom we utilize as a CTT teacher and works with the ELL students. They are encouraged to use scaffolding and other ESL methodologies to make content available to students. The language of instruction is in both English and ASL. While in small groups, students are encouraged to use their dominant language to understand material and transfer linguistic and cognitive skills.

Our current program model is block with classes traveling together. Our student population is heterogeneous which allows us to provide differentiated instruction.

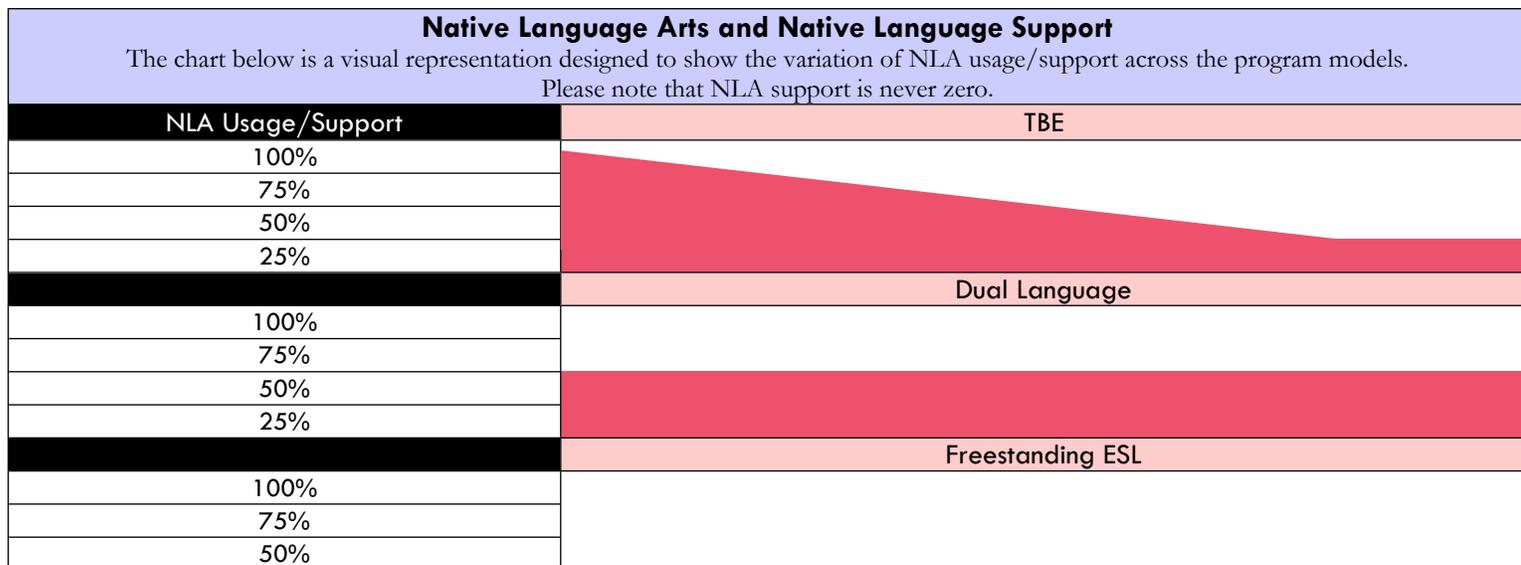
2. We would make sure staff was organized according to certification and student need.

4. We would provide students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom.

- a. For SIFE, students we would develop a literacy based program with a thematic approach to content vocabulary and related skills. The concentration would generally focused on intensive development of social and academic language and development of literacy skills.
- b. For ELLs in US schools for less than three years and are at the Pre-functional or Beginning level in all language domains, they would be scheduled for daily instruction for a longer period of time and with a more specialized curricular focus.
- c. For ELLs who received 4-6 years of service and have demonstrated consistent academic success with the English curriculum would be seen for one or two periods a week by an ESL tutor, or may receive support from other intervention specialists in the building.
- d. After 6 years, Long-Term ELLs would be monitored by the ELA teachers if the need arose, intervention would be provided.
- e. For ELLs identified as special needs, we would develop a program based on: - the learner's disability(ies), the learner's current stage of second language acquisition (both oral and literacy levels), the particular skills of the learner by area (strengths and weaknesses in listening, speaking, reading, and writing). Other factors we would consider to enhance program success include: the learner's age, personality, and interests, the learner's communication needs in the second language, the degree to which the learner is integrated into the target language community, and language learning style.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. If we had ELLs, we would use the extended day to provide direct content area support 1 to 1 or in small groups. We would enhance visual learner comprehension ability by presenting material using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, etc. Auditory learners would receive visual aid with verbal explanation. Students who require Total Physical Response would be provided opportunities to receive material in such a manner.

6. Our ELLs would not be self-contained and would therefore receive continuous transitional support as they reach proficiency on the NYSESLAT.

7. There are no new programs being considered for this school year.

8. No programs would be discontinued

9. ELLs would be afforded equal access to all school programs because they would not be self-contained and would travel with their classes.

10. The following material would be used to support ELLs: using maps, computer graphics, graphic organizers, charts, cartoons, posters, text with pictures, movies, internet, etc.

11. Native language support would be delivered via a native language paraprofessional.

12. Required services support and resources would correspond to ELLs' ages and grade levels.
13. There would be no activities in our school to assist newly enrolled ELL students before the beginning of the school year.
14. We are an elementary school and do not offer languages for electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. The target language used to teach EPs and ELLs in each grade would be 50%.
2. EPs and ELLs would be integrated all day with no content areas taught separately.
3. If the need arose, language would be separated during the extended school day.
4. The side by side Dual Language model would be used.
5. The child would be taught in both languages simultaneously.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. If we had ELLs we would contact our network leaders to provide professional development.
2. Our school is K-8 so no transition would be necessary.
3. Teachers receive ELL training during their post baccalaureate studies or as new teacher training.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have a PTA and parent coordinator who would see to it that parents would be involved in their child's education as well as meet any needs that would arise. Since we are not partners with other agencies or CBOs we would contact them to provide workshops to parents. Parent's needs would be evaluated through the interview process stated in Part II.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use Fountas and Pinnell, AUSSIE reading and writing rubric, and Work Sampling System to assess our students. Those are the assessments that we would use for ELLs.
2. n/a
3. n/a

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		