



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: "47" AMERICAN SIGN LANGUAGE & ENGLISH SECONDARY LANGUAGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02 M 47

PRINCIPAL: WATFA SHAMA EMAIL: WSHAMA@SCHOOLS.NYC.GOV_

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Watfa Shama	*Principal or Designee	
Joseph Santini	*UFT Chapter Leader or Designee	
Maria Sanchez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Anne Yerger	Member/Teacher	
Terry Kushar	Member/ Teacher	
Charmain Charles	Member/ Teacher	
E. Brown	Member/Chair	
	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Improve student attendance.
- The school-wide average daily attendance rate will exceed 89%.

Comprehensive needs assessment

- Our school attendance has dropped in the past year to under 87%

Instructional strategies/activities

Semi-weekly attendance meetings with the attendance teacher, guidance counselor, parent coordinator and social worker.

Daily phone calls home and implementation of Wake-Up NYC program for all students.

Weekly grade team meetings to discuss 'at risk' students; time allotted for grade teams to meet with parent and students to discuss issues affecting student performance.

Attendance initiatives and awards for students who have perfect attendance. Student names are posted outside the principal's office.

Verification of attendance data from various ATS reports.

Scheduling of interviews to provide counseling for students who do not attend school.

Staff/mentor/ community relationships to support regular attendance and on-time arrivals

Grade-level Team attendance monitors

Daily sweeps of 23rd Street/building perimeter

Surveys for late/absentees followed by action plans as pre results of individual responses

Collected late logs from 1st period teachers

Parent visits by Attendance Teacher

Update of phone numbers/records in ATS

Alignment of Resources:

- Time allotted for Attendance Team meetings
- Time allotted for Grade Team Meetings
- Selected Pedagogues assigned 4.5 course assignments with .5 course allotted for grade team planning and family outreach

Funding allotted for field trips, attendance and academic awards

Strategies to increase parental involvement

- Daily phone calls home
- Parent meetings in grade teams
- Deaf and Hard of Hearing Service Provider coordinates with families

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development
- Year around training
- UFT Teacher Center on-site

Service and program coordination

- Acces
- Third Street Music School
- BAM
- School Guidance Counselor
- School Social Worker (With ability to work with our Deaf population)

Budget and resources alignment

- Teachers of the same content have common preps programmed into the master schedule so that they can easily collaborate
- Professional periods are used for team meetings
- Monthly Facilitators Meeting for grade and content teams

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Improve overall student academic progress as demonstrated by an increase in regents passing rate.
10% overall increase in the number of students passing United States and Global Regents examinations by June 2012.

Comprehensive needs assessment

- Our United States History and Global Regents results are very low. We had a 0% pass-rate on the Global Regents for the 2010-2011 school year.

Instructional strategies/activities*Beginning of the Year:*

Inquiry team identifies lowest third population and begins tracking progress for Regents and credit accumulation.

Targeted instruction in English Language Arts using Scantron, ARIS and Acuity.

Administration of mock Regents exam and instructional shifts as per the results

Performance Tasks/Anchor Projects will be required of all students in all classes once a semester.

AIS programs are assigned to students identified as needing additional academic support.

Identified students who previously failed Regents subjects are scheduled for AIS and additional Regents Preparation prior to the start of the school day.

Identified holdovers are targeted for remediation program and tutorials.

Mock Regents administered, data disaggregated and departments plan remediation strategies including a curriculum specific to the needs of unsuccessful students.

Language Arts curriculum focused Social Studies content with emphasis on informational reading and writing created to target students in need of remediation.

During the Year:

Assessments will be administered and AIS programs will be assigned to identified "at-risk" students.

Regents Prep/PLATO will monitor Regents prep progress and assist in lesson design.

Document Based Research class taught by a Humanities teacher to improve informational writing skills as well as review of content.

Assign one on one tutor from NYC America Reads to Juniors and Seniors.

End of the year:

June Regents Prep program will be scheduled to begin earlier in the year.

Identify Target population - graduating Seniors and upcoming Juniors with deficits in Regents to be assigned a mandatory Regents Prep program during school and AIS.

Alignment of Resources:

- Master Teacher assigned to teach Document Based Research Course
- Time and funding allotted for inter-visitations, external professional development and collaboration during the school day

Funding allotted for purchase of Plato and additional resources for Regents prep

Strategies to increase parental involvement

- Parent meetings in grade teams
- Evening workshops for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Intervisitations
- UFT Teacher Center
- Year-long Training

Service and program coordination

- BAM
- Third Street Music School
- Hunter/LaGuardia/Baruch Colleges
- School Guidance Counselor
- School Social Worker (With ability to work with our Deaf population)
- Speech and Language Teacher supports Literacy Skills

Budget and resources alignment

- Teachers of the same content have common preps programmed into the master schedule so that they can easily collaborate
- Professional periods are used for team meetings
- Monthly Facilitators Meeting for grade and content teams

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Improve overall student academic progress as demonstrated by progress towards on-time graduation.
- 75% of students will earn 10 or more credits by the end of the school year, inclusive of students with IEPs and students currently in the lowest 1/3.

Comprehensive needs assessment

- 10th and 11th grade Progress Report data

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) UFT Homework Help Hotline

Strategies to increase parental involvement

- Provide parents and families with an active list of tutoring programs in all 5 boroughs
- Train parents in Scantron, ARIS and Acuity
- Hold parent trainings in credit accumulation and progress towards graduation
- Parent breakfast and lunches to discuss issues affecting academic achievement: educational accountability, curriculum, technology training, community services...
- Parent math/ literacy workshops via UFT
- Parent-Teacher Team meetings
- Progress Reports mailed home every marking period
- Parent access to school website
- Parent Coordinator
- Parent volunteers
- School newsletter mailed to parents
- Regular teacher-home phone calls regarding student progress and attendance

Strategies for attracting Highly Qualified Teachers (HQT)

- Intervisitations
- UFT Teacher Center
- Year-long Training

Service and program coordination

- School Guidance Counselor
- School Social Worker (With ability to work with our Deaf population)
- Deaf and Hard of Hearing Service Provider coordinates services with families
- College Summit
- Acces
- FECS
- Hunter /LaGuardia/Baruch Colleges

Budget and resources alignment

- Teachers of the same content have common preps programmed into the master schedule so that they can easily collaborate
- Professional periods are used for team meetings
- Monthly Facilitators Meeting for grade and content teams

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	27	21						
10		7	7	26				
11	5	18	18	19				
12	7	10	12	23				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Teachers work on Grade Level and Content Teams to analyze student performance and achievement by reviewing past and current data. • Team members are responsible for small groups of students and track progress towards learning goals. • Teams develop academic action plans for individual students or groups. • CTT in place • Plato for credit recovery and enrichment • Prescribed tutoring as per needs
Mathematics	See ELA Description
Science	See ELA Description
Social Studies	See ELA Description
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • All students are given college readiness training from CUNY • Peer Mediation
At-risk Services provided by the School Psychologist	IEP meetings with families

At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Weekly support group for students to discuss “at-risk” issues • Open-door policy for the school community • Able to work with Deaf and hard of hearing students and families • Drama group, Pride Not Prejudice, working on “at-risk” issues with students
At-risk Health-related Services	<ul style="list-style-type: none"> • We have a full-time nurse on staff.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 02	Borough Manhattan	School Number 047
School Name American Sign Language and English Secon			

B. Language Allocation Policy Team Composition [?](#)

Principal Watfa Shama	Assistant Principal Elizabeth Brown
Coach Charles Glassman	Coach
ESL Teacher	Guidance Counselor Edgar Lasso
Teacher/Subject Area Joseph Santini/ELA	Parent Maria Sanchez
Teacher/Subject Area Diana Martinez/Bilingual	Parent Coordinator Delta Calderon
Related Service Provider Charmain Charles	Other type here
Network Leader	Other type here

C. 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	0	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	175	Total Number of ELLs	3	ELLs as share of total student population (%)	1.71%
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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. 

LAP Responses

1. At American Sign Language, all students who are new to the NYCDOE are given a Home Language Identification Survey (HLIS). An informal interview in the student's native language and in English is also conducted by a pedagogue. Either internal staff or external interpreters are utilized who are fluent in the student's native language. This survey is administered by a bilingually certified educator in conjunction with our bilingually certified guidance counselor. These staff have received training in the assessment of English Language Learners and are dually certified as bilingual educators. All new students who are identified as ELL's, are administered the LAB-R within 10 days of entrance to the school; the Spanish LAB is administered to Spanish speaking ELL's. The LAB-R and the NYSESLAT are administered by one of our three bilingual Special Education teachers. Pedagogue's administering the LAB-R and NYSESLAT have received training in the administration and scoring of ELL assessments. When necessary, American Sign Language interpreters assist us with the process of testing Deaf students whose home language is not English. To identify students that qualify for the the NYSESLAT, the school reviews data in ARIS; additionally, the school runs several ATS reports including: RBSP, RBSS, BESI, PPDI, and RPCT. Two staff members have received extensive professional development to ensure that the NYSESLAT is administered as prescribed by New York State and NYCDOE.
2. Because we have a small population of English Language Learners at our school, incoming ninth graders and transfer students, along with their families, meet with our team (guidance, bilingual educator and administration) to discuss the program options available. Individualized guidance counseling in relation to program choices is conducted/started prior to students starting classes at our school. Prospective students are encouraged to meet with our team prior to enrollment in the school. Three TBE teachers along with the bilingually certified guidance counselor are available to meet with all prospective students. Outreach to families is conducted by the TBE teachers and bilingual certified guidance counselor in the forms of both written and oral communication in the family's native language. When necessary, an outside organization is used to facilitate interpretation and translation services to ensure a sufficient level of communication between the school and the family.
3. Our school ensures that entitlement letters are distributed and Parent Survey and program Selection forms are distributed by mailing home the letters. Our parent coordinator in conjunction with our guidance counselor and school aides follow up with students and families to ensure the return of the documents.
4. We use a multitude of data sources in conjunction with information gathered from interviewing students and families to place our students in the most appropriate classes. Data from LAB-R, NYSESLAT, IEP's (when applicable), formative and periodic assessments (Scantron Performance Series and Acuity) as well as documentation from the student's former school are used to place students in conjunction with family and student feedback. Prior to an English Language Learner being assigned to a specific program at our school, a conference is held with both the family and the child to discuss the student's learning needs based on family assessment and quantitative data obtained from assessments. Each marking period, the student's performance is assessed to determine whether or not the program placement is resulting in student success. When there are concerns regarding appropriate program placement, the placement of the student is re-assessed.
5. While we do have a dual language program at our school, the dual language program offers instruction to students in American

Sign Language and English. The families of our three English Language Learners have all opted for push-in Transitional Bilingual Education, which is more appropriate for the language learning needs of their children.

6.

Our program model of Transitional Bilingual Education is currently aligned with the instructional concerns of our families. In order to expand and improve upon our model and the learning needs of our community, two additional special education teachers were hired this year, each having a bilingual certification. To improve the effectiveness of our bilingual team, they are engaging in ongoing professional developed focused on instruction and assessment of English Language learners.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): American Sign Language

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										4	4	4	4	16
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	4	4	4	4	16

B. ELL Years of Service and Programs

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

Number of ELLs in a TBE program who are in alternate placement: 0

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										2	0	0	1	3
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	2	0	0	1	3								

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	
	EL	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	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:

Native American: ____

White (Non-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	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Programming and Scheduling Information

1.
 - a. The primary modality utilized to deliver bilingual instruction to English Language learners at our school are Push-in TBE. Our bilingual Special Education teachers work in collaborative teaching teams with regular education teachers to provide support to English language Learners. Additionally, pull-out TBE is conducted on a limited basis to supplement student learning needs as necessary. The TBE teachers meet with the school's programmer each semester to ensure that each student in the TBE program has been allotted the mandated minutes of TBE.
 - b. Because we have a small school with a limited number of teachers/classes and our English Language Learners are not all in the same grade, we have chosen to support the students utilizing the TBE push in model. Students travel with their cohort year peers from class to class and receive direct instruction from a bilingual special education teacher in courses categorized as CTT (collaborative team teaching) classes. However, a few classes, such as General Science are heterogeneously grouped and they may contain ELL's and former ELL's that are in different grades. The push in courses meet for a minimum of 54 hours per semester.
2. Our scheduling programmer identifies scheduling needs of our English Language Learner and matches their programs with our CTT classes. When there are not enough Push-in courses available to meet mandate, she arranges for additional pull out instruction
3. Content is delivered by teachers who are classified as highly qualified by NCLB with support from our bilingual educators. Content area specialist collaborate with a UFT master teacher and bilingual special education teachers weekly during common plan time to plan effective instruction delivered in English, that will meet the needs of English Language learners. A variety of instructional techniques are implemented with appropriate scaffolding for complex assignments.
4. ELL's are evaluated in their native languages via extensive interviews with pedagogues who are native language speakers. Though we don't have any students in the school this year that have been identified as beginning, when we have beginning students we utilize formative, interim and summative assessments that are delivered in the students native language for subjects other than English.
5. Instruction for ELL subgroups is differentiated in many ways; some of the many strategies that we use include the use of station learning models to target areas of need, use of online tutorial programs, such as Acuity to target learning needs, push-in support, and scaffolding along with extended time for complex assignments.
 - a. Though our school currently has no SIFE's, in previous years, we have conducted extensive interviewing in the students native language, both oral and written to identify the best placement for the student based on the student's current learning levels. The student is then placed in a small self contained class for more intensive instruction. The student is immediately immersed in classes that involve more visual and kinesthetic learning, with support from school staff. To date, our SIFE students have all been Deaf and they have been

A. Programming and Scheduling Information

placed in a self contained class that is taught in American Sign Language rather than in their native language, since they have demonstrated that they communicate with gestures and have little knowledge of their native language. However, they do receive additional support from our Spanish bilingual Special Education teachers. A continuous dialogue is maintained with families to update families on student progress. Families are also connected with American Sign Language resources and courses to help them facilitate a dialogue with their children.

b. ELL's in the US for less than 3 years often require more intensive support. Plans are differentiated for individual students and may include additional supports such as: one on one tutoring; additional pull-out TBE; remedial courses; additional intensive courses

c. Our intermediate ELL's receive push in TBE; the students are encouraged to communicate in English. They receive extended time for assignments and additional scaffolding as necessary. Bilingual special education teachers are made available to the students both before and after school for individual and small group instruction. Our bilingual special education teachers are very highly qualified to provide supports to our English Language Learners; they are well versed in bilingual education as well as special education.

d. Our long term ELL's receive individualized plans. We use assessment data as well as student and parent interviews to identify where they struggle. We then create programs that target those identified challenges. Grade level teacher teams in conjunction with our TBE staff maintain constant contact regarding student progress.

6. All of our TBE staff are also certified special education teachers; they are well versed in working with students with disabilities as well as English Language Learners. Some specific DOE systems that we use to assess and address individual needs include: Scantron Edperformance Series, ARIS, DY0 assessments and Acuity tutorial program.

7. Part of the mission of this school is to provide students with the least restrictive environment. Staff are trained in the implementation of IEP recommendations and mandates. Our programming is created by reviewing student transcripts along with multiple data sources simultaneously to identify the most appropriate courses and resources for students. Staff participates regularly in professional learning and reading to assist them in creating and maintaining heterogeneous classroom structures that meet the needs of a diverse population of learners. The school offers 8 periods of Academic Intervention Services per week, as well as push-in TBE in math, science and social studies. Additionally, the school partners with NYU to provide tutorial support in the form of individualized and small group tutoring. The school also uses Plato (all subjects) and Acuity (ELA and Math) flexible computer based tutorial systems which can be accessed from any computer which has internet access. Acuity has Spanish Language translation and support that targets Spanish speaking ELL's. Plato has oral and written language translation capabilities and supports in more than 7 languages.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

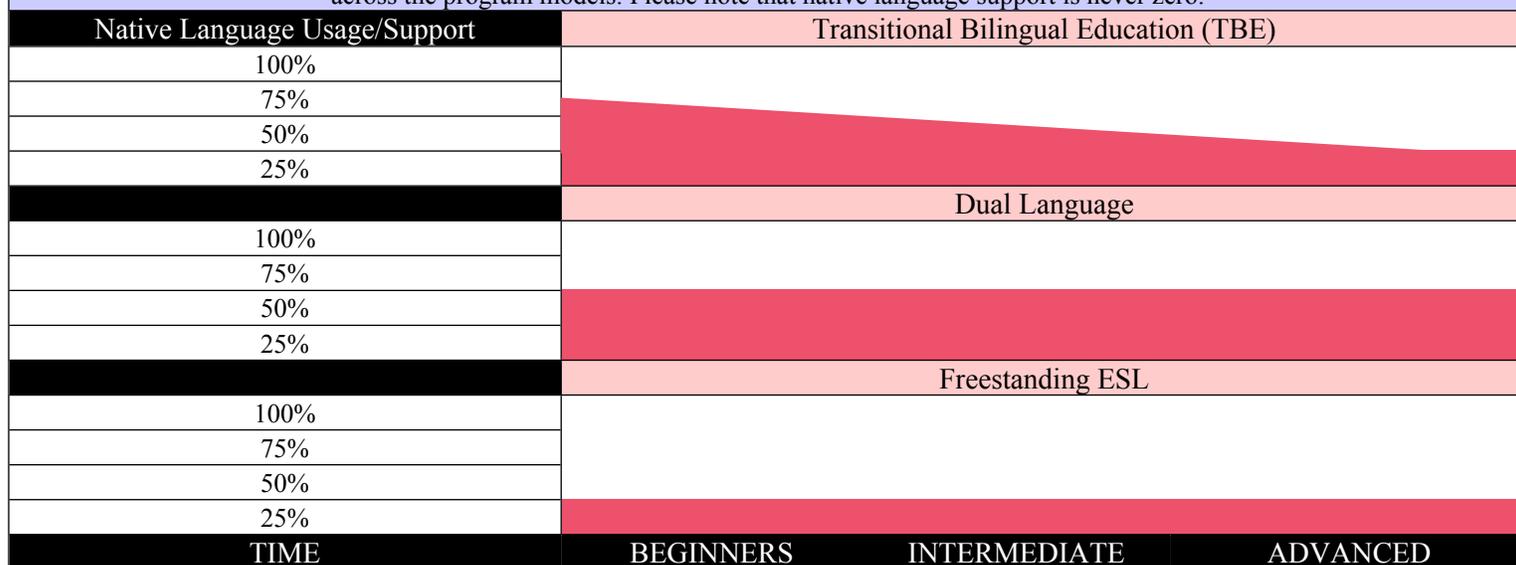
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

8. Intermediate English language learners receive tutoring both before and after school in math and ELA. Additionally, if the school finds that the students are not having success with a particular subject, they are placed in small remediation courses which are supplemental to their core classes. Examples of remediation courses include a small 4 semester Algebra course which dedicates time weekly to intensive computer based tutorial instruction. Another course is a document based research class which is taught by a master teacher focusing on both the writing process and social studies content. The school offers 8 periods of Academic Intervention Services per week, as well as push-in TBE in math, science and social studies. Additionally, the school partners with NYU to provide tutorial support in the form of individualized and small group tutoring. The school also uses Plato (all subjects) and Acuity (ELA and Math) flexible computer based tutorial systems which can be accessed from any computer which has internet access. Acuity has Spanish Language translation and support that targets Spanish speaking ELL's. Plato has oral and written language translation capabilities and supports in more than 7 languages.

9. ELL's who reach proficiency still receive AIS support as well as intensive remediation coursework in subject areas in which they are not successful. Test accommodations for former ELL's are followed in accordance with the guidelines set forth by New York State. Accommodations may include: extended time, separate location and bilingual glossary.

10. For the upcoming school year, we will be appointing an ELL coordinator to oversee ELL compliance and to take ownership of establishing specific structures and protocols for ELL evaluation and assessment. Because we are a small screened school with a specific focus (American Sign Language), we receive few English Language Learners. However, in recent years, our high school has been expanding and we anticipate having a higher percentage of English Language learners in the school. As such, we plan to develop a more systematic approach to tracking the progress of our English Language learners.

11. We discovered that the DOE has our school listed as and Dual Language School for English and Spanish. This information is incorrect, so we plan to address this issue.

12. Because we have several staff (we have doubled the number this year) that are proficient in Spanish, bilingual adults are available at all events. When an event occurs in the evening or on a weekend, per session is offered or interpreters are hired to ensure equitable access to language for all of our students. For example, we have ELL students on our basketball team; we provide a trilingual interpreter for all practices and games. We also have bilingual student aides, paraprofessionals, guidance counselors, interpreters and parent coordinator to provide access to families and students.

13. We use instructional technology to support ELL's. We have SMART Boards in most classrooms, 3 computer labs and a laptop cart. We also have video cameras and editing technology along with several books and software programs that support ELL instruction.

14. Native language support is provided in Transitional Bilingual Education directly by bilingual teachers in the classroom.

15. Support to English Language Learners is appropriate for cognitive and academic ability. Currently, none of our ELL's are eligible for alternative assessment. When we have ELL's who are eligible for Alternative Assessment, the resources and support align more with the student's cognitive abilities rather than their age/grade.

16. Activities that our school offers to assist newly enrolled ELL students before the beginning of the school year include a summer bridge program and 9th grade orientation.

17. It is the mission of our school to educate students in the use of American Sign Language. As such, ASL is the only language offered during the school day. However, we have partnerships with Baruch and LaGuardia colleges. Students can elect to take additional foreign language classes at the college level free, for college credit through our partnerships. Additionally, we offer the foreign language Regents, such as Spanish to interested students.

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?

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)?

The target language is taught in every course with support provided in the student's native language as necessary.

staff professional development. The guidance counselor as well as TBE and content area teachers are encouraged attend NYCDOE workshops designed to address ELL needs within specific content areas. All teachers also receive in-house training on differentiating instruction to meet the needs of a heterogenous classroom.

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?

Parental Involvement:

1. We have an onsite Parent Coordinator and Administrative intern who work to increase parent involvement. Since we are not a community school and our students travel from the five boroughs, our parent involvement is typically low. We email parents weekly, as well as send out monthly newsletter highlighting our biweekly parent workshops, school calendar and school events. Parents are contacted anytime students are absent or late. Please refer to the translation and interpretation document for further information.
2. Our school partners with several CBO's; we offer semi-monthly Parent workshops. The workshops are always trilingual. Please refer to the translation and interpretation document for further information.
3. Parent needs are assessed formally yearly by the NYCDOE school survey. Additionally, the parent coordinator and the administrative team formally and informally assess parent needs at monthly parent breakfasts. In addition to informal conversations regarding parent needs, formal surveys are provided to parents. All breakfasts have interpreters provided. Please refer to the translation and interpretation document for further information.
4. Our parent involvement activities are created in response to needs identified in both informal and formal surveys of parents. For example, the workshops for the month of December include: Understanding IEP's and Transition; Student Transcripts and Talking to your teenager. These workshop topics came directly from parents. Please refer to the translation and interpretation document for further information.

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

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										2			1
	A													
	P													
READING/ WRITING	B													
	I										2			1
	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	2		1	
Geometry	0			
Algebra 2/Trigonometry	0			
Math				
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	1		0	
Physics	0			
Global History and Geography	1		0	
US History and Government	2		0	
Foreign Language	1		1	
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:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **02M047** School Name: **"47" American Sign Language and Eng**

Cluster: Network: **103**

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.

The data and methodologies used to assess the written translation and oral interpretation needs of parents at "47" American Sign Language and English Secondary School include but are not limited to: oral and written survey of parents by Parent Coordinator; Home Language Surveys and ATS reports including but not limited to RHLA and RPOB.

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.

The major findings of the written translation and oral interpretation needs of "47" American Sign Language and English Secondary School are that we require oral interpretation in both American Sign Language and Spanish; the school also requires written interpretation from English to Spanish. Though parents surveyed speak and write in several languages including: Russian, Polish, Bulgarian and Haitian-Creole, oral and written interviews indicate that these parents are proficient in English and do not require interpretation into another language. This information was reported to the school community by members of the School Leadership Team.

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.

The written translation services provided by the school will be in the Spanish language. All communication sent to the school community by constituents of the school will be interpreted in Spanish. Documents written in English will be given to the Bilingual programmer or Guidance Counselor a minimum of 3 days before they are to be mailed home for translation.

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 services provided by the school will be provided in American Sign Language and Spanish. Daily American Sign Language interpretation services will be provided in-house by our ASL interpreters that are on staff. Additional American Sign Language Interpreters will be provided by the New York City Office of Interpreting Services and Sign Talk vendors. Events that do not occur daily which will be interpreted by OIS and Sign Talk include but are not limited to: SLT Meetings, Parent Workshops, Orientation, pre-scheduled meetings and Parent-Teacher Conferences.

Daily interpretation in Spanish will be provided in-house by our 8 bilingual staff. Events that do not occur daily with the exception of parent teacher conferences will also be interpreted by our bilingual staff. Because of the large number of Spanish speaking parents in our school community, we work with an external agency recommended by the New York City Department of Education to provide Spanish language interpreters for parent teacher conferences.

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>.

Families will receive the Parents Bill of Rights and Responsibilities near the beginning of the school year. All signage will be posted as it becomes available to the school either via shipment from the NYCDOE or as it becomes available on the internet.